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# An analysis of the impact of selected support services on new vocational technical teachers.

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AN ANALYSIS OF THE IMPACT OF SELECTED SUPPORT SERVICES  
ON  
NEW VOCATIONAL TECHNICAL TEACHERS

A Dissertation Presented  
by  
JAMES ANTHONY SHIMINSKI

Submitted to the Graduate School of the  
University of Massachusetts in partial fulfillment  
of the requirements for the degree of

DOCTOR OF EDUCATION

May 1990

School of Education

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AN ANALYSIS OF THE IMPACT OF SELECTED SUPPORT SERVICES

ON

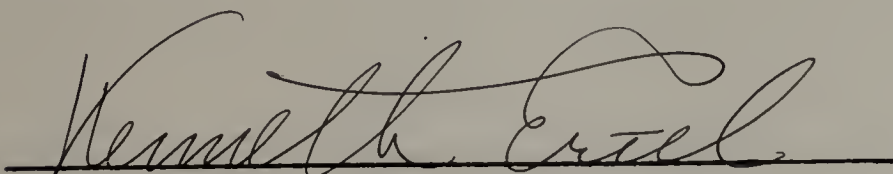
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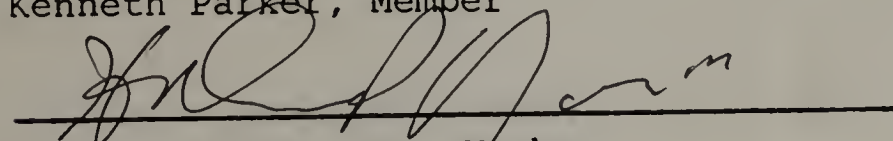
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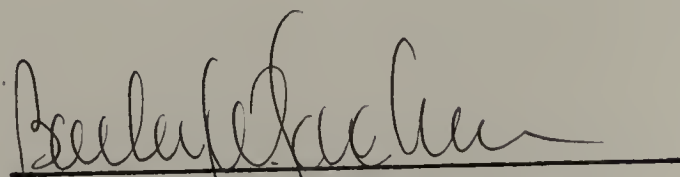
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# DEDICATION

This book is dedicated to my wife,

Barbara Jeanne Shiminski

Without her encouragement and support,  
this program would have been impossible.

## ACKNOWLEDGMENTS

There were many people who assisted and encouraged me in the development of this dissertation and to whom I owe a debt of gratitude and appreciation.

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Finally, I thank Almighty God for giving me good health throughout my doctoral program and the inner motivation to continue to learn and grow.

ABSTRACT

AN ANALYSIS OF THE IMPACT OF SELECTED SUPPORT SERVICES  
ON

NEW VOCATIONAL TECHNICAL TEACHERS

MAY 1990

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The purpose of this study was to determine the impact of selected support services on new vocational technical teachers throughout Massachusetts. These services included aspects of preservice and inservice professional development activities. The research studied the manner in which support services were provided, the service providers, and the extent and impact of support services.

A Massachusetts Department of Education initiative, called the New Instructor's Tool Kit Project, served as a vehicle of inquiry. The participants in the tool kit project for the past three years constituted one subset of the sample of subjects for the study while the second subset was made up of nonparticipants hired within the same period of time. Both quantitative and qualitative data gathering techniques were employed by the study. A

questionnaire was mailed to 184 subjects and 116 (64%) responded. A structured interview was conducted on a selected group of 6 subjects. Data findings indicated that there is little structured support provided for new vocational technical teachers by local school systems in Massachusetts. In addition, there was little evidence to support the notion that the New Instructor's Tool Kit Project made an appreciable difference in the professional lives of new teachers.

Significant findings were: (1) only 5 percent of new vocational technical teachers start teaching with full approval; (2) almost half of all new teachers start teaching without an orientation at their school; (3) many new teachers identified informal support teacher relationships, but few a formally structured program; (4) the subjects identified topics that related to teaching skills as being most important to new teachers; (5) perceived negative experiences during the first year were frustration, student behavior, discipline, professionalism of other teachers, the amount of work required by teaching and parental support; (6) perceived positive experiences were student progress, positive evaluations, satisfaction with working conditions and acceptance as a professional.

The results of the study were used to develop recommendations for teacher training institutions,



vocational technical school administrators, and the Division of Occupational Education. If implemented they should improve the pedagogical preparation and professional lives of new vocational technical teachers.



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## LIST OF KEY WORDS

- 1 Vocational Technical Education
- 2 New Teacher Orientation/Induction
- 3 Teacher Support Services
- 4 Inservice Professional Development
- 5 Vocational Teacher Training
- 6 Teacher Retention

## CHAPTER I

### INTRODUCTION

#### Rationale

In vocational technical education today there needs to be a significant improvement in the professional development process for new shop and related teachers. Within the Commonwealth of Massachusetts, many tradespersons attempt to make the transition to professional teacher with little or no pre-service pedagogical preparation, and in so doing increase the risk of failure.

The purpose of improving professional development through structured support services should be to enhance success by focusing support on issues which are critical for new teachers. The issues are:

1. Retention of new teachers by preventing teacher dropouts;
2. Reduction of levels of isolation, frustration, and poor morale;
3. Improving the quality of teaching.

This perception of the state of professional development in Massachusetts has been shared by many vocational technical educators. Their concern sets the stage for developing an action strategy for change. This study therefore, can serve as a catalyst for change, and contribute to vocational technical education.

## Background

There are a number of issues associated with the credentialing and retaining of new vocational technical teachers which have direct impact upon the quality of teaching in our schools.

Within the Commonwealth of Massachusetts the responsibility for credentialing new vocational technical teachers is delegated by the State Board of Education through the Commissioner of Education to the Division of Occupational Education. Within the Division of Occupational Education the Office of Professional Development oversees compliance with Chapter 74 rules and regulations (1977) and the administration of the vocational teacher approval process. A teacher obtains provisional approval from the Division of Occupational Education by documenting the necessary educational and work experience requirements for his or her trade area and by passing a written and a practical trade competency test.

A vocational technical teacher may begin to teach with a provisional approval status, but must complete 18 semester hours of required college credits within three years to obtain full approval status. Once a vocational technical teacher has completed the teacher training credits and obtained full approval status, professional

improvement requirements must be met on regular basis in order to maintain full approval to teach.

### The Logos Report

In 1981 the Division of Occupational Education contracted with Logos Research Institute Inc. to determine if vocational teachers in Massachusetts were receiving the kinds of training and support necessary to insure competence in the shop or classroom.

The Logos Study (1981) acknowledged the fact that most new vocational teachers in Massachusetts receive no extensive pre-service training prior to entering the shop or classroom. The report further suggested that new teachers have a right to expect that programs and coursework they are required to take will address their real world teaching needs, and that, support in dealing with shop and classroom situations will be available. The report made the following recommendations to the Division of Occupational Education for improving the quality of teacher training in Massachusetts:

1. Actively endorse the concept that practicing vocational teachers are primarily teachers and secondarily tradespeople;
2. In conjunction with higher education institutions explore ways of accommodating college programs to meet the needs of adult learners;



3. Adapt a performance based curriculum for satisfying the 18 credit teacher training requirement for full approval as a vocational teacher. It was further recommended that the Ohio State University performance-based teacher education model be considered for adoption;
4. Establish a task force to oversee the adoption and implementation of a performance based teacher education curriculum;
5. Consider the first year of teaching an internship year;
6. Support a mini-course in classroom survival skills to be offered during the last two weeks of August for the provisionally approved vocational teachers prior to their first year of teaching;
7. A full-time vocational education contact person at each of the participating colleges should be made responsible for field contact with all provisionally approved vocational teachers working towards full approval;
8. Grant professional improvement credit to the supervising professional employed by local schools and designated "master teacher" for provisionally approved teachers.

The Logos report was well received by the vocational technical education community in Massachusetts and served as the basis for significant change. The report had excellent credibility in that it represented input from a broad range of vocational educators interested in the quality of the new teacher prepared by the vocational teacher training program.

#### Division Of Occupational Education Initiatives

In 1984 the Division of Occupational Education established a task force and charged it with the responsibility of structuring a new direction for teacher training in Massachusetts. The task force was made up of vocational teachers, school administrators, teacher educators, college personnel and Division of Occupational Education staff.

The initial product of the task force was to design and implement a competency based teacher training curriculum for use by all vocational teacher training institutions in Massachusetts. Soon to follow in 1986 a second initiative aimed at the tradesperson going directly into teaching with no formal teacher training was developed. Initially labeled as a "survival kit", the final product was called "The New Instructor's Tool Kit." (1986)

Since 1986 the Tool Kit has been available to all new vocational technical teachers on a voluntary basis. The



project consists of a one day pre-service workshop at which time the new teachers receive a kit of materials and an orientation on their use. The materials were carefully selected by an Advisory Committee and Project Staff. They consist of a collection of printed resources such as self paced learning modules, brochures, monographs and reprints. They are presented in a flexible format of a plastic hanging file kit which allows the individual teacher to customize his or her resources. In addition to an overview manual and introduction, the kit contains resources in six topical areas considered critical and important for the new vocational technical teacher. They are:

Vocational Education Today. This section focuses on the nature of vocational technical education today. It pertains to the diversity of student needs with which the new teacher must work with. It also describes sources for additional resources that the new teacher may access.

Recordkeeping. This subject format usually varies from school to school. There is flexibility allowed for local school districts or individual teachers to customize this section with locally used materials.

How To Teach. Incorporated in this section are a selection of self paced modules. They are:

1. AAVIM Modules on developing a unit of instruction and lesson plans.

2. VECS Modules relating to preparing instructional materials, teaching strategies and student assessment.

Discipline. Included in this section are a number of publications dealing with tips and strategies for maintaining discipline.

Safety. An excellent OSHA publication focuses on establishing a comprehensive safety program.

Laws And Regulations: Copies of laws and regulations pertinent to vocational education make up this section.

To date approximately 125 new teachers have received the pre-service training and tool kit materials.

On a broader perspective the Competency-based Vocational Education Administrator Module: Recruitment And Inservice Training of Nondegreed Teachers, (1987) indicated that in most states, some type of pre-service support/workshop is available to new teachers. Typically these activities exist for a period of one day to four weeks during the summer before the person starts to teach. They may be offered as part of an in-house training program for new teachers, by teacher education institutions, by Departments of Education, or by a collaborative effort.

Participation in pre-service workshops may satisfy a condition of provisional certification or employment, count towards certification/approval or a college degree,

or be voluntary on the part of the teacher. These workshops usually address skills which are considered to be the most critical skills required for the new teacher.

Some workshops utilize performance based modules and are highly individualized while others tend to be group-paced and lecture/discussion oriented. They usually include considerable hands-on development of lesson plans and instructional materials for units the new teachers are likely to teach in the immediate future. In addition to pedagogical support, pre-service activities reduce new teacher anxiety towards the new career, and also build confidence in teaching, establish peer and professional relationships, and identify resource linkages for future reference. Some state agencies provide new teachers with materials such as performance based modules, and selected reading materials to assist in the planning and execution of teaching. As stated earlier, in Massachusetts, a New Instructor's Tool Kit is provided free, by the Division of Occupational Education.

In summary, the literature suggested that preservice support activities are well worth the effort and may be of critical importance towards the success of many new vocational technical teachers.

#### Problem

Annually, vocational/technical school administrators face the task of recruiting instructional personnel to



staff shops and classrooms left empty by teachers who leave the teaching profession for other types of employment. This exodus of experienced teachers translates into a high rate of turnover, and causes shortages in many trade and academic subject areas.

A survey conducted by James P. Greenan (1983) on the supply and demand of trade and industrial teachers in secondary and post secondary training programs, indicated a growing need for vocational technical teachers.

Although these findings highlighted national needs and shortages, Greenan pointed out that regional variations reflecting employment and economic trends have been observed.

#### New Teacher Issues

A Competency Based Vocational Education Administrator Module: Recruitment And Inservice Training Of Nondegreed Teachers. prepared by the National Center For Research in Vocational Education (1987) discussed teacher shortages caused in part by a high rate of teacher turnover. It pointed out that even in the few instances where education institutions had relatively little difficulty in hiring new instructors, they could not retain them for a long period of time. The module went on to observe that although no single factor was blamed for this problem, vocational technical leaders identified the following contributing factors to teacher dissatisfaction:

Long Hours/Low Pay. Few new vocational technical teachers realize the amount of time required to be an effective teacher. This coupled with salary levels that are considerably lower than those in business and industry, establishes a potential for dissatisfaction with teaching.

Inadequate Advancement Opportunities. There is limited advancement opportunity for nondegreed teachers within the education structure. This is due largely to the fact the nondegreed teachers do not usually have the educational degree requirements required of administrative positions.

In addition, teacher salary schedules do not allow for merit provisions. This often results in a feeling of being trapped and stifled with no room for growth.

Dissatisfaction with teaching conditions. A number of teaching conditions have been identified through research which can cause dissatisfaction. They are:

1. Class overcrowding;
2. Discipline problems;
3. Lack of administrative support;
4. Heavy teaching schedules and inadequate planning time;
5. Poor or inadequate facilities and/or equipment;
6. Lack of input into program and school decisions.

Lack of professional and moral support during the first one to two years of teaching. In too many cases, new teachers are hired and sent directly into the shop or classroom with inadequate preparation for actual teaching responsibilities. New teachers need both school administrators and experienced teachers to be available for professional guidance and moral support.

Teaching is not a long term goal. Teachers may enter the profession to contribute to the occupation on a short term basis. They may be unemployed, or have a myriad of personal or professional reasons for such a career decision.

Poor image of vocational/technical education and teaching. All too often in our society vocational education and the teaching profession are viewed as low status endeavors: "Those who can, do; those who can't, teach," it is said. This perception can be devastating to a new teacher who has ambivalent motivation towards his or her new job.

Competency tests/certification/approval requirements. Many states now mandate competency tests for prospective teachers.

#### University Of Massachusetts Study

More specifically, for the Commonwealth of Massachusetts, a recent study on Teacher Supply And Demand in Occupational Education (1988) conducted by the



University of Massachusetts, Boston, for the Division of Occupational Education, focused attention on four critical dimensions relating to vocational technical teachers.

They are:

Difficulties in teacher recruitment. All administrators interviewed for the study found recruitment of qualified vocational teachers a major problem. During periods of high employment, not only did experienced teachers return to trade related jobs, but luring competent, experienced, and well paid tradespersons away from their employment to the teaching profession was difficult.

Administrators expressed a concern that the pool of prospective teachers was older skilled workers who were primarily interested in teaching because they believed it presented less physical demands than practicing their trade. Typically they brought with them a stereotyped view of teaching as simply passing on their trade with little understanding of the developmental concerns and learning styles of adolescents.

Quality of instructors. The administrators were generally dissatisfied with the quality of teachers they were able to recruit. They observed that many of the skilled workers they hired were strong in their trades but lacked other necessary professional skills. More specifically these prospective teachers needed basic

skills courses in oral and written communication, and improvement of their general education. The study cited administrator concerns about their inability to attract young teachers. They further observed that older teachers who had been away from a school setting for a long period of time often fell short of being effective with adolescent learners. The general perception of administrators was that most new teachers were unprepared to meet the challenges of teaching today's youth.

Need for teacher training programs in vocational technical education. There was universal agreement that the present teacher education programs were not satisfactory. After the required 18 hour teacher approval courses there appeared to be only piecemeal, fragmented programs for new teachers and most fell short of meeting their needs.

Because of the changing nature of both students and curriculum in vocational technical education, teachers must continue their education in both their trade skills and pedagogy in order to maintain their competency. To do this they must have programs available to them, and incentives to motivate their participation in them.

Attractiveness of teaching in vocational technical education. There is general agreement that the shortage of vocational technical teachers is exacerbated by a poor image of the teaching profession. Salary is an important

factor, but the study also cited working conditions, schedule, retirement benefits, and community support as factors influencing the attractiveness of teaching in vocational technical education.

Policy actions over the past decade within the Commonwealth have not been conducive to building a committed cadre of professional teachers. The teaching profession suffered serious demoralization as a consequence of Proposition 2 1/2, and a tradition of accepting job security as a trade off for lower salaries was destroyed.

The study concluded that more attention must be given to the economic reasons that persuade individuals to enter teaching. In order to maintain the momentum of the economy of the Commonwealth, policy makers must become aware of the role of vocational technical education. Failure to train adequate numbers of skilled workers because of teacher shortages could endanger the Commonwealth's economic growth.

#### The New Instructor's Tool Kit Follow-Up

A recent case study follow-up evaluation of the New Instructors Tool Kit Project conducted by this author in 1988 revealed significant data that supports the need for structured systematic support services for new teachers. The study was conducted on a state wide basis and the findings suggested:



1. A one day pre-service workshop was not sufficient to cover the scope of materials presented in the tool kit;
2. New teachers faced a culture shock when returning to public schools after spending a minimum of six years, and in some cases, as many as twenty-five years in a given trade;
3. There was a feeling of isolation in the new position. This isolation translated into a perception of no supervision, no support and low morale;
4. None of the new teachers interviewed could define a clearly structured support mechanism in their school. In only one setting was there a positive feeling about support. It involved a large school with an informal program implemented by individual department heads.

#### Summary

Given the fact that there has been a negligible pool of fully approved vocational/technical teachers, the administrator has had to be prepared to recruit and hire non-credentialed personnel directly from business and industry. In so doing it is safe to assume that most of the new vocational technical teachers lacked adequate pedagogical preparation and/or teaching experience prior to joining the teacher ranks. This inadequacy has been

probably the single most critical factor that placed the new teacher at risk during the first year of teaching. The need to compensate for this lack of preparation is paramount in order to enhance success.

The responsibility for adjusting to this deficiency has not been well defined in Massachusetts; and as a result most new vocational technical teachers indicated they failed to receive adequate support. This suggested they were reacting to poorly structured or nonexistent support mechanisms.

### The Purpose of the Study

The purpose of this study was to determine the impact of selected support services on new vocational technical teachers throughout Massachusetts. These services included aspects of preservice and inservice professional development activities. The research observed the manner in which support services are provided on a statewide basis. It identified the service providers and their respective roles in delivering services.

A mechanism was developed to assess the effectiveness of selected support services afforded to new vocational technical teachers. In order to accomplish this task in a consistent manner, the New Instructor's Tool Kit Project served as the vehicle of inquiry. It had a three year implementation period on a statewide basis, it had been used by all types of vocational technical

schools, and positive linkage existed between the participants, their schools, and the Division of Occupational Education. These factors added significant credibility to the study and allowed the researcher access to the broadest possible data base.

### The Research Questions

Responses to the following questions enable this study to assess the impact of selected support services on new vocational technical teachers.

1. To what extent were the following selected support services provided to new vocational technical teachers in Massachusetts?
  - A. Preservice/Orientation
  - B. Inservice Training
  - C. Mentoring
  - D. Material Resources
  - E. New Teacher Support Groups
2. To what extent were topics such as those included in the New Instructor's Tool Kit relevant to the needs of new vocational technical teachers?
3. Did the application of selected support services:
  - A. Increase the probability of teacher retention,
  - B. Reduce a sense of isolation,
  - C. Increase morale,
  - D. Reduce perceived discipline problems,



- E. Improve the quality of teaching and/or learning on the part of students?
4. Were the perceptions of the first year of teaching significantly different for the two study samples?

#### Significance of the Study

This study had important implications for improving the quality of teaching in vocational technical education. It focused on new vocational technical teachers and their transition from tradesperson to teacher. It was supported by the Massachusetts Department of Education, Division of Occupational Education as part of their services to vocational technical schools.

Vocational technical education is at a crossroad at this time within the Commonwealth of Massachusetts. Recently, an act to improve vocational education (MGL Ch 731, 1988) set the stage for revising regulations relating to vocational technical education. A significant portion of the regulations relate to the credentialing (approval) of new vocational technical teachers and the maintenance of that approval. This study elicited data from the field that could contribute to the re-writing of those regulations. At the same time most studies focusing on education in this state and the nation have expressed grave concern relative to teachers and teaching. The supply and quality of teachers and the execution of their pedagogical skills have been prompting many educational

and political leaders to call for change. Again, the fruits of this study should impact on policy decision making relative to this change within the Commonwealth of Massachusetts.

Finally, this study represents a golden opportunity for the Division of Occupational Education to assume a leadership role in improving the quality of instruction in vocational technical education.

### Definition of Terms

#### Inservice Training

Training that takes place after a person starts teaching. This training usually takes place at the local level, but may also include collaborative or regional programs.

#### New Vocational Technical Teacher

A shop or related teacher, approved by the Division of Occupational Education teacher approval process, who has less than three full years of teaching experience.

#### Occupational Education

The broad umbrella of skills training programs such as vocational technical education, business education, industrial arts/technology education, and consumer and homemaking education.

#### Preservice Training

Training that takes place prior to a person beginning teaching for the first time.

## Professional Development

The full range of pre-service, in-service, teacher training, structured support, and professional improvement activities that contribute to the development of a vocational technical teacher.

## Structured Support Services

Support services that are formally established within an educational agency.

## Teacher Approval

The credentialing process of vocational technical shop and related teachers by the Division of Occupational Education.

## Teacher Induction

A structured long term (minimum of one year) program designed to assist beginning teachers into the teaching profession.

## Teacher Training

The required 18 semester hours of college course work necessary for full approval as a vocational technical teacher.

## The New Instructor's Tool Kit

A project funded by the Division of Occupational Education that provides a pretraining workshop and a kit of materials for new vocational technical teachers. It is a free program offered to local schools on a voluntary basis.

## Vocational Technical Education

Traditionally referred to as vocational education in Chapter 74 MGL. Current legislation Chapter 731 MGL uses the term vocational technical education in referring to state aided skills training programs.

### Limitations of the Study

The focus of this study was directed towards the new vocational technical teacher. Therefore, the data gathered only reflected input from a sample of this population. Although data analysis and recommendations may have implications for a broader population of teachers, this study did not broaden its scope by attempting to relate to other than new vocational technical teachers..

A second limitation was the fact that the study looked at structured support services that address the specific needs of new vocational technical teachers. This did not include the teacher evaluation process or the required teacher training courses offered at the college and university level.

Finally, the issue of data being biased because of the researcher's affiliation with the Massachusetts Department of Education, Division of Occupational Education was considered. The researcher has been a team leader for occupational education at the Northwest Regional Education Center serving less than five percent



of the student/teacher population of the state. He has, in the past, participated on state-wide projects dealing with vocational technical teachers and there was a possibility of name association.

On the other hand, it was felt that state department of education affiliation coupled with the University of Massachusetts would enhance the credibility and importance of the study.

It was decided to acknowledge the researcher's affiliation with the department of education, accept the chance of bias, as a trade-off for a high response rate and quality data.



## CHAPTER II

### REVIEW OF LITERATURE

The rationale for this study focused upon the new vocational technical teacher during the critical initial stages of his or her teaching experience.

In Massachusetts it was estimated by the Division of Occupational Education (Curran 1988) that 85% of new vocational technical teachers enter the profession before attaining full teacher approval. Curran suggested that this is the result of a growing teacher shortage and a system that does not support extended preservice training prior to entering the profession.

This review focused upon teacher education reform and its impact on the training and retention of new vocational technical teachers. It looked at the scope and effectiveness of structured support services afforded the new vocational technical teacher, and the impact of those services upon new teachers, teaching, and the retention of teachers. In addition, the review explored research methodologies that would apply to the major study questions.

#### Vocational Teacher Education Reform

Gwen C. Cooke (1985) reviewed eleven major studies relating to education in the United States as supportive background for her publication Toward Excellence In Secondary Vocational Education: Improving Teaching.

The studies revealed a deep concern with the plight of the teaching profession in today's society. One of the primary targets of investigation by those concerned about excellence in education was teacher preparation, including vocational teacher preparation. Clearly, when reformers insist that degreed teachers must be better prepared, an even greater burden is placed upon the nondegreed tradesperson/teacher. In July of 1987, representatives of the University Council For Vocational Education identified several issues to be examined with respect to possible reforms of vocational teacher education programs. The initiative was in response to the many education reform proposals that had been published in recent years. A monograph Beyond The Debate: Perspectives on the Preparation of Vocational Teachers (1988) included nine papers which represented an extensive review of this topic. The eighteen authors presented views from nine unique perspectives structured to foster interaction among professionals and serve as a foundation for examining critical issues for vocational teacher educators.

It is interesting that most recent national studies and reports regarding teacher education reform initiatives focused on secondary education, and rarely mentioned vocational technical education, specifically. Therefore, when reviewing new agendas for teacher education reform one had to look beyond the primary/general need to improve

education in our schools. Vocational Educators expressed concern over the notion of a general studies model, which was perceived as a serious threat to business as usual in vocational education. This threat, however, may have come at an opportune time since changes in the workplace, schools, and the general economy have created serious pressures that threaten the very existence of vocational education.

Tozer and Nelson (1988) suggested that based on this view of vocational education's future, teacher education reforms take on new significance. Vocational educators who can skillfully and insightfully educate through vocations, and not merely for them need the following characteristics:

1. Well educated;
2. Have an unusual grasp of innovative teaching methods;
3. Have a grasp of the economic and sociological realities of the world of work.

The value of preparing such vocational educators would be fourfold:

1. They would be uniquely able to engage students in activities that develop intellectual skills and understanding;
2. They would be equipping students with



the communication, interpersonal, and reasoning skills that will give them the greatest flexibility in the uncertain job market of the future;

3. They would be opening doors for students by making advanced education a real possibility;
4. Teachers would be exploring the potential of a curricular method, if Dewey was correct, that should prove successful for all students.

Luft, Zimmerer and Kercher (1988) suggested that reform in teacher education has not left vocational teacher education untouched. Many states have lengthened teacher education programs, and in some states reform has been mandated. In light of the reform debate, Adams, Pratzner, Anderson, and Zimmer (1987), in reviewing the current status of vocational teacher education in the United States, concluded that its success depends upon the capacity of vocational teacher education to assess the demands of a changing society.

According to Ryan (1988) educators must be constantly aware of the changing demographics that impact the appropriateness of teacher education course content. Unless preservice and inservice teacher education programs keep pace with the educational requirements of society,

teacher preparation programs will be ineffective. This is especially apparent where the demographics of students enrolled in vocational technical education include significantly different populations.

Two reports, Tomorrows Teachers (1986) and A Nation Prepared: Teachers for the 21st Century (1986) raised serious questions about the relationship among the general, professional, and technical components of teacher education. These reports advocated the active involvement of the leaders of secondary and post secondary education, and state agencies in helping teacher training institutions redesign teacher education programs. Adams et al. (1987) suggested that the redesign of vocational teacher education programs might very well include linkages that go beyond those identified in these reports.

O'Neil and Washburn (1988) supported that observation by citing several recent initiatives shared responsibilities in supporting school reform. The reorientation of vocational teacher education programs will require the development of partnerships with education, business, industry and government. These partnerships must focus on cooperation, not competition, and will be successful only if they accommodate the changing character of vocational education within the broader context of all educational reform.



Vocational technical teacher educators have been especially challenged with the suggestions of educational reform groups. They perceived that these are distressing times for vocational teacher education. Reorganization, unification, modernization, and redirection are just a few of the changes the field is experiencing. In addition, Adams et al. (1987) described a profession facing declining financial support, lower student enrollments, program image problems, outdated curriculum, professional disincentives, and a decreasing teacher force. The prospects of imposing many of the proposed features of reform group recommendations such as extensive post baccalaureate preparation and stricter teacher certification requirements have resulted in prospective vocational teachers opting for more lucrative positions in the private sector. Faced with these realities it is understandable why vocational teacher educators are concerned.

Lynch (1988) contended that vocational educators should not feel threatened by reform efforts, but use their impetus to examine, document, create and ultimately improve the initial preparation and continual development of its professional teaching force.

#### Training New Vocational Technical Teachers

The literature abounded with discussion of teacher education models. The traditional model which has become

the target of many reform groups has been around for the past forty years. Unfortunately, and probably because of the diverse nature of vocational technical teachers, no reform models have focused on vocational teacher education. Groups such as the Holmes Group (1986) acknowledged that further consideration must be given to particular issues associated with special fields such as vocational education before specific recommendations could be made.

In light of the fact that vocational education is taught at both secondary and post secondary levels and teacher approval/certification requirements vary from subject to subject it is no wonder that no single teacher education model has been recommended. The nondegreed tradesperson with no formal college training has immediate significantly different needs than the more traditionally trained baccalaureate degree student. Attempts to train both groups with the same program makes no sense.

Many different types of training models for new vocational technical teachers exist. Often two or more models are used in combination. Some programs have been locally initiated and operated by local school districts as in-house staff development programs. Others have been initiated by state departments of education, in conjunction with colleges and universities that provide vocational technical teacher education. In most cases,

however, Department of Education and college initiatives involve close working relationships with local educational agencies.

An administrators guide, Recruitment And Inservice Training Of Nondegreed Teachers, prepared by the National Center For Research In Vocational Education (1987) presented a general overview of the more common strategies employed in the training of new teachers. They are:

1. Pre-service workshops;
2. In-service workshops;
3. Required course work;
4. On-site individualized internships;
5. In-house staff development.

The national center selected nine program models that addressed the training of new nondegreed teachers for certification or approval. In some cases the programs had provisions to go beyond that level and offer bachelor's and master's degree opportunities. Although each model was different from state to state they all had merit and reflected a broad range of entry level vocational teacher requirements. Selected models were:

#### Commonwealth Of Massachusetts

The Commonwealth of Massachusetts has established statewide training and approval requirements for all vocational technical instructors teaching at the secondary level in the public school systems. To meet and maintain



these requirements, a three phase process must be completed. The phases are:

Documentation and demonstration of trade competence.

The teacher applicant must document to the satisfaction of the Division of Occupational Education six years of recent trade experience or the equivalent thereof. Secondly, the applicant must pass a written and practical examination administered by the Division, within their respective trade area. These examinations are given several times during the year at sites across the state. They may be retaken if failed.

Pre-service training A competency based vocational teacher education program provides prospective new teachers with basic professional teaching skills that lead to a full teacher approval. Eighteen semester hours of course work are prescribed by the Division of Occupational Education and offered at the University of Massachusetts, Westfield State College, and Fitchburg State College. The curriculum was developed on the basis of teaching competencies jointly identified by department of education personnel and members of a task force that studied the needs of teachers and local school systems. The required courses are:

1. Teaching Methods in Vocational Education  
(6 credits)
2. Fundamentals of Vocational Education (3 credits)

certification prior to gaining employment as a teacher. Inservice interns are practicing teachers who have been hired directly from industry and have little or no previous professional teacher preparation.

Although there are variations among programs offered by the learning centers. The program is fundamentally an individualized learning system that utilizes a variety of teaching methods. In addition to the use of modular learning packets interns also engage in group instructional activities through seminars or small group meetings which are held regularly to bring interns and staff together to discuss issues and concerns.

The Pennsylvania model provides for a provisional (level I) vocational teacher certificate after a total of 15 credits and a permanent (level II) vocational teacher certificate after 15 additional credits. To obtain a B.S. degree in vocational education, an intern is required to earn an additional 3 - 12 semester credit hours of vocational professional education.

#### State of Ohio

Ohio has established statewide teacher certification requirements for all vocational teachers who teach at the secondary and/or adult level in the public school systems or in the state's Department of Corrections.

Currently, the inservice teacher education program is conducted through Ohio State University, Kent State



3. Curriculum Development in Occupational Education (3 credits)
4. Management of the Vocational Environment (3 credits)
5. Supervised Teaching (3 credits)

As discussed earlier the majority of new vocational technical teachers start teaching before they receive full approval, and do so on a waiver issued by the Division of Occupational Education.

Professional improvement. Upon receipt of full approval by the Division of Occupational Education, vocational technical teachers are required by state regulation to provide proof of successful participation in sixty hours of professional improvement activities every two years. This maintenance of full approval may be done in several ways:

1. Hands on work in the trade;
2. Course work in education or related to the trade;
3. Participation in workshops and conferences;
4. Other activities approved by the Division of Occupational Education.

A major problem with the Massachusetts model has been the fact that few individuals follow the desired path of application, pre-service and then teaching. They are

usually hired directly from the trade with little or no pedagogical preparation and then must catch up on teacher credentialing.

#### Commonwealth Of Pennsylvania

All teachers of secondary school students in Pennsylvania must hold a valid teaching certificate for the subject area to be taught. For vocational teachers the certification process consists of:

1. Developing content expertise through years of training and occupational experience and having it verified through the state's occupational competency assessment program;
2. Completing a teacher certification program of 60 semester credit hours.

The certification program is based on a model for field-based, performance based teacher education (F/PBTE) developed at Temple University. Program VITAL (vocational intern teaching -- Applied Learning) can be pursued through four professional personnel development centers established to serve geographic areas of the state. The centers are located at Indiana University of Pennsylvania, Pennsylvania State University, Temple University, and the University of Pittsburgh.

All Centers offer F/PBTE programs on either a preservice or inservice basis. Preservice interns are those individuals who are obtaining teacher training and

University, and the University of Toledo, with support of the Ohio Department of Education, Division of Vocational and Career Education. Participation in two intensive teacher education workshops (during the summers before and following the first year of teaching ) and planned, individualized study with an itinerant teacher educator (during the school year) constitutes the bulk of the beginning teachers' first two years of inservice teacher training. The teacher training curriculum is developed by faculty members at each university who meet quarterly and work together to maintain a consistent and comprehensive statewide training program.

The certification process for nondegreed teaches in Ohio is a rather lengthy one. One year vocational certificates are issued to nondegreed teachers who meet specified criteria, and may not be renewed more than three times by secondary level teachers. All beginning nondegreed teachers are required to participate in a four week preservice (survival) workshop prior to the beginning of the school year. During the summer workshop teachers receive an orientation to the basic principles of teaching, school responsibilities, the organization of a classroom and laboratory, and preparation and execution of lessons that relate to their individual occupational areas. There is a strong emphasis on the individual teacher's immediate needs.



During the first year of teaching, new teachers must enroll in one of the teacher training universities each quarter (fall, winter and spring) for two quarter credit hours in education. The course work is individualized, with the teacher working on a one-to-one basis with an itinerant teacher educator.

During the summer following the first year of teaching, new teachers must participate in a two-week follow-up workshop. In order to be eligible for renewal of the first one-year vocational teaching certificate for a second year the teacher must have successfully completed the course work and both summer workshops.

The second year requirement is the successful completion of two college-level courses in education. Again courses are taught by itinerant teacher educators on a weekly basis at convenient locations throughout the region where the teachers are employed.

Upon successful completion of the second year of teaching and all required course work the teacher is eligible to receive a four year provisional teaching certificate. This certificate is renewable provided that within the four year period the teacher:

1. Completes a minimum of 14 quarter credit hours of college level course work;
2. Provides evidence of satisfactory teaching experience.



Upon completion of 27 additional successful months of teaching and 27 additional quarter credits of college work the teacher is eligible to receive an eight year professional teaching certificate.

The teacher is then encouraged to continue professional development by completing additional college level course work in education and related occupational areas. The certificate renewal process continues until the teacher has successfully completed all the requirements for a baccalaureate degree. At this time, the teacher may be awarded a permanent certificate if they have served five years on their initial eight year certificate.

#### State Of Arkansas

In Arkansas vocational technical education is offered at the post secondary level, and the state has established a statewide performance based professional development program for all its vocational technical instructors. The purpose of the program is to insure that new instructors gain professional teaching skills that enhance the transition from a career as a worker in a specialized occupation to a career as a professional teacher. Participation in the program is a condition of employment.

The professional development program is structured for individual instructors through the development of professional development plans.

Each teacher has a professional development committee, which includes the teacher, a local school administrator (resident resource person) and a university teacher educator (field resource person). Together the committee assesses the teacher's needs and develops a plan addressing three areas of professional development: teaching skills, technical competencies, and related professional activities. It is the responsibility of the professional development committee to select the elective activities for each certification level. There are four levels of vocational technical instructor certification in Arkansas. They are:

Provisional Instructor. Newly employed vocational technical instructors are issued a one-year provisional instructor certificate, which is renewable only twice. The provisional instructor thus has a maximum of three years in which to meet the requirements of and be certified at the rank of instructor. The requirements are:

1. Successful completion of 31 level I performance based teacher education modules;
2. Participation in a professional development institute prior to beginning teaching or as soon afterward as scheduling permits;
3. Documentation of satisfactory scores on a competency test;

4. Completion of one year of successful teaching at the provisional instructor level;
5. Completion of one month of technical work experience or its equivalent.

Instructor. The instructor certificate is issued for four years and is not renewable. Thus, the instructor has a maximum of four years in which to meet the requirements of and be certified at the rank of senior instructor. The requirements are:

1. Successful completion of 33 level II modules;
2. Completion of an additional month of technical work experience;
3. Participation in related professional activities;
4. Completion of one year of successful teaching at the instructor level.

Senior Instructor. The senior instructor certificate is issued for eight years, and teachers may remain at this level throughout their career if desired. To renew the certificate every eight years, the senior instructor must document one month of technical work experience and demonstrate satisfactory job performance. Senior instructors may, however, work to attain master instructor certification. The requirements are:

1. Successful completion of 36 level III modules;

2. Completion of one year of successful teaching at the senior instructor level;
3. Completion of an additional month of technical work experience;
4. Demonstration of superior teaching qualities and personal development;
5. Satisfactory performance evaluations;
6. Completion of a bachelor's degree.

Master Instructor. The master instructor certificate is issued for eight years. Master instructor certification renewal criteria are the same as for senior instructor plus evidence of continual professional development.

#### The Maine Study

A planning document prepared for the state of Maine (1987) entitled From Craftsperson To Teacher addressed the challenge of bringing the "new hire" up to speed. It acknowledged that few new vocational technical teachers have had the benefit of extensive teacher training preparation. The state of Maine embarked upon this study when it realized that the topic of instructional improvement at the secondary vocational school had not been widely explored on a national level. Rupert Evans, in his 1978 text on vocational education, noted that "only a dozen or so programs for the development of vocational education personnel existed in



North America." Evans noted that the field had always assumed that training in the individual trade or technical program area constituted adequate preparation for teaching in vocational schools. He further pointed out that preparation for teaching has been fragmented and often not related to individual teacher needs.

The Maine study introduced two more recent citations to support its position for action. Gwen Cooke in her publication Toward Excellence in Vocational Education: Improving Teaching, (1985) noted that teachers will continue to be the critical factors affecting the success (excellence) of school programs. She called for vocational educators to identify the nature of teacher excellence, model programs, and the support required to provide for excellence in vocational teaching. Similarly, Dubravcic, Chinien and Pratzner (1986) reported that to date very little had been written that directly addressed the improvement needs of vocational teachers, and that the literature on assessment of vocational teachers has been scarce.

The Maine document was arranged in three parts. First, it assessed the professional demands on the vocational teachers in four competency areas: Understanding students, managing the lab environment, manipulating knowledge, and employing productive teaching strategies and teacher decisions. Secondly, it built from

part one by constructing a framework of a model for developing teaching skills, knowledge, and judgment. Finally, part three made suggestions for a system to develop these qualities in new teachers and for sustaining and improving the teaching skills of all secondary vocational instructors.

Teacher development occurs in phases and ideally every new teacher should have pedagogical preparation prior to entering the shop or classroom. However with or without a preservice experience, new teachers develop their most stable teaching habits and their most durable teaching knowledge after they begin teaching. Therefore, the most vital point at which to provide developmental assistance to teachers is when they start the job. This phase of development requires an extensive support mechanism so that new teachers will develop to their full potential rather than struggle for survival.

Substantial evidence existed in the research on teaching that pedagogical skills and judgment cannot fully develop outside real shops or classrooms. For the new vocational technical teacher with sound subject matter proficiency, this means that the culmination of teacher development must occur while the new teacher is in a real school teaching real students. For the new teachers in Maine as well as many other states this learning on-the-job is the only early training that they experience.

The Maine study cited Hunter (1984) in suggesting that the on-the-job phase of teacher development must center on the growth of skills and judgment in the following aspects of teaching:

1. Effectively gauge student learning needs;
2. Identifying and organizing subject content;
3. Structuring the learning environment;
4. Employing teacher behaviors which will generate desired student behaviors;
5. Collecting continuous evidence of student learning.

These are generally very difficult competencies to development in that they require extensive time and practice. Little (1982) pointed out that a premium should be placed upon teacher experimenting with new approaches and that feedback must be provided on a regular and timely basis. The literature strongly suggested that there is no substitute for real teaching experience. Learning about teaching in an isolated classroom at the "fact" or "concept" level will not suffice.

Learning how to make the judgments and decisions of teaching and getting feedback from a third party on how well one performs ultimately enhances success.

Based upon its research, the state of Maine, suggested a three phase program for its new vocational technical teachers. They were:



1. Mandatory pre-service institutes at regional sites for all new entrants to the teaching profession;
2. Intensive, continuous support in the shop and classroom during the first year of teaching;
3. Regional sessions focused on the integration of knowledge and skills into sound pedagogical judgment.

#### New Teacher Induction

The literature review relating to the training of new vocational technical teachers revealed only a few states that included induction activities as part of a comprehensive teacher training program. These initiatives were usually directed at non-degreed vocational technical teachers with little or no pedagogical preparation. However, the literature was quick to point out that student teaching and internship experiences fall short of preparing the new teacher for the real world of teaching. In addition, Griffin (1985) suggested that there is growing reason to question the conventional practice of a candidate having certain field experiences during his/her pre-service program. First, and most dramatic is the reaction of many (if not most) first year teachers to their first teaching experiences. This reaction may vary from a strong sense of inadequacy to blind panic. Griffin



4. Professional conduct
5. School and community expectations
6. Professional obligations
7. Teaching techniques
8. Evaluation processes

Some programs both instruct and assess the beginning teacher; others stress assistance to the new teacher rather than using the program as an indicator of the beginner's competency. Crucial problems arise when induction programs are used as "wash-out" programs. Schlechty (1985) emphasized that new hires in any field are hired with the expectation that they will "survive" the induction process and start on their way to successful full-term careers.

Seifert (1986) observed that there are many strategies which may be employed as part of a new teacher induction process to enhance the success of the inductee. They are:

1. Avoidance of overloads and too many different preparations;
2. Assignment within field of preparation;
3. Assignment of classes with motivated students;
4. Avoidance of classes of diverse ability levels;
5. Assignment of a support teacher.

stressed that student teachers lacked real experience or focus.

Unlike the past when virtually every school system and building had large numbers of new teachers every fall, newly hired teachers today may well be the only new teacher at a given grade level or subject area. The consequence is that new teachers do not have access to the peer support group and informal networks which used to grow naturally within the school or system.

Johnson and Kay (1987) pointed out that the initial year of teaching is a special time unlike any other phase in a teachers career development. Beginning teachers need carefully planned and executed induction programs. The responsibility for induction must be a cooperative effort between higher education, local school districts, and a variety of other groups and agencies.

Hall (1982) and Griffin (1985) suggested that formally structured induction programs provide continuity between closely supervised pre-service teacher training and the assumption of full classroom responsibility. They pointed out that inexperience accounts for most of a new teacher's problems. Sandefur (1982) observed that the lack of appropriate induction is the major cause of teachers leaving the profession. Huling-Austin (1985) succinctly observed that the highest goal of an induction program should be to provide the support and assistance

necessary for the successful development of a beginning teacher. In summary the teaching profession regards induction as the first step in staff development: as a link between teacher training and professional teacher.

### Background

Many elements and intents of teacher induction programs are borrowed from other professions. Galvez-Hjornevik (1985) pointed out that business and medicine are the most common. Programs range from introductory lectures to sophisticated multipurpose programs.

Hall (1982) suggested that the induction phase of teacher education in the United States has been problematic since most of the early research on the subject had been done in Great Britain and Australia. Huling-Austin (1987) concurred by pointing out that the field of teacher induction is in its infancy in this country, and any attempt at presenting "the final word" is clearly premature. It has only been in the past twenty years that schools in this country began to explore structured schemes to assist beginning teachers into the teaching profession (Eric Digest No. 5 1986). In the mid 1970's literature on the subject was very scarce, but today Huling-Austin points out there is reason to be encouraged.

Griffin (1985) suggested that other than the subjective feedback of induction program participant

surveys, there have been few studies published containing "hard data" on new teacher induction programs. However, Griffin did cite recent reports of studies conducted by the Research and Development Center for Teacher Education and observed that current induction programs have shown great potential to alter the behavior of beginning teachers. Also, that inductees as new employees have shown a willingness to adjust to their new surroundings even when the behavior ran contrary to theory and practice taught in teacher training programs.

The most apparent product of the recent implementation of induction programs, thus far, has been the overwhelming demand for research data on common program concerns such as: Assessment, evaluation, program objectives and program content.

#### Problems of New Teachers

The literature cited studies of beginning teachers' problems in every area of teaching from classroom management to instruction techniques. Research conducted by Lortie (1975), and Elias, Fisher, and Simon (1980), and others revealed that problems of beginning teachers are discipline, isolation, evaluation of student work, and the use of appropriate materials. Houston (1980) reported research which studied the problems and concerns of beginning teachers at selected times immediately proceeding and during the first year of teaching. His



research found that teacher concerns focused on discipline, teaching methods, doing well in the eyes of the administration, and communication skills. Houston suggested that teacher training programs may never be able to adequately prepare new teachers unless preservice includes realistic teaching experience followed by a comprehensive induction program.

Finally Hall (1982) pointed out that consideration must be given to the unique demands of schools and the context within which they operate. An induction program must consider the difficulties faced by a new teacher as he or she encounters the following:

1. The administrators leadership style;
2. The "dailiness" of schooling with few encounters with adults;
3. The often apparently mindless routines of schools;
4. The multiple curriculum demands;
5. The differences between and among students;
6. The ill-conceived relation between schools and their patrons.

Hall (1982) summarized that the general conclusion formed by many new teachers is that there just isn't any way to "cope" with the school and its characteristics. New teachers cite frustration, lack of time, decreased

energy, lack of resources and increased demands on them as factors affecting performance. Some survive, if not triumphant at least unbloodied, others leave. The induction period not the pre-service training is the time to attend to the problem issues.

### The Induction Program

A carefully planned induction model requires the establishment of teams of colleagues (who are genuinely colleagues) from public schools and colleges (Dunifon 1985). He stressed that a team should be selected because of individual and collective strengths required to facilitate the development both professionally and personally of the prospective teacher. The team must work with the new teacher in assessing learning strategies, classroom environment, the school as a culture, and problem solving. Most educational leaders agree that the intent of all new teacher induction programs should be to transform a new teacher into a competent career teacher.

Schlechty (1985) suggested that signs of effective induction programs can be observed in faculty and administration attitudes and behavior. He presented a framework for evaluation of induction programs which should be translated into a checklist of eight program qualities. His framework is intended to apply to induction programs of vastly differing content and delivery structures. Four program characteristics showed

the influence of professions other than education.

They were:

1. The program explains to the inductees that the process of their selection was based on special requirements and that induction training is crucial to their future success;
2. The induction process is divided into progressive stages of achievement;
3. The program cultivates mutual support within peer groups;
4. The training is oriented toward long-term career goals.

The remaining characteristics apply directly to the needs of beginning teachers:

5. Administratively set expectations and norms of teacher conduct are clearly articulated and disseminated;
6. Teachers must assimilate a professional vocabulary;
7. New teachers receive supervision, coaching, demonstration, and assessment;
8. The responsibility for supervision should be distributed throughout the faculty in a tightly organized, consistent, and continuous program.

Foster (1982) and Griffin (1985) emphasized the importance of specifying program objectives in behavior measurable terminology and the necessity for continuous feedback from programs participants. Griffin further cautioned program developers on the inappropriate use of research results as definitions for expected teacher behavior. Program objectives should be concretely stated expectations of teacher behavior which reflect specific school standards.

Several references point out that induction programs should contain three information sources: the school, the community, and the teaching profession. Hall (1982) suggested that all must be introduced to the beginning teacher, with the emphasis on teaching.

There is no shortage of proposals for program content of teacher induction programs (Griffin and Hukill 1983; Galuez-Hjornevik 1985; and Zimpher 1985). Topics of importance are usually taken from surveys of senior teachers and administrators experienced in the evaluation of shortcomings of first year teachers. To different degrees most programs contain elements of the following topics:

1. Faculty and facility introduction
2. Classroom management
3. Student discipline



Seifert suggested that if administrators considered the above criteria in making new teacher assignments they would greatly enhance success. The other side to that coin, however, would require that experienced teachers assume more difficult and challenging assignments.

Seifert (1986) went on to observe that induction programs should be structured flexibly enough to accommodate the emerging needs of both participants and the educational institution. In any case, however, an effective induction program needs a specific set of goals. He proposes the following goals as basic to a sound induction program:

1. Establish a communication process within the school and the district;
2. Make new teachers feel welcome and secure;
3. Help new teachers become an integral part of the community;
4. Help teachers adjust to their work environment;
5. Provide a vehicle for new teachers to integrate with their colleagues;
6. Facilitate the beginning of school year;
7. Provide information about the community;
8. Provide a continuous (year long) induction program that reinforces these goals throughout the year.

Seifert (1985) suggested that activities conducted at the beginning of the school year are reasonably consistent in most school districts. He cautioned, however, that the activities missing in an effective induction program are usually those that should be carried on after the Christmas holidays.

Seifert (1985) concluded that the key to retaining good teachers is a continuous induction program throughout the year. Such a program should include the following:

1. A year long induction program that deals with topics specifically directed towards the beginning teacher;
2. Weekly supervision;
3. Evaluation of the induction program;
4. A mid-year meeting to give feedback and to re-assess goals;
5. A year-long series of social activities that allow staff to get to know each other.

#### The University of Wisconsin Model

Varah (1985) described the University of Wisconsin - Whitewater new teacher induction experience as a structured partnership with the Wisconsin improvement program and local school district. The specific program goals were:

9. Questioning patterns and sequences;
10. Teaching and learning styles;
11. Study skills;
12. Evaluating student progress;
13. School law.

### Inservice Training/Staff Development

Review of the literature on inservice training and staff development revealed that theorists and practitioners have developed extensive lists of factors which make up effective programs. Studies have been conducted and much has been written to guide educators in the pursuit of the most effective training strategy to employ.

Documentation of specifically designed inservice/staff development programs for vocational technical education were very scarce in the literature. However, there was no scarcity of literature on the general subject of teacher inservice/staff development. Therefore, this review focused on the general subject and selected that which had applicability to vocational technical education.

### Background

Edelfelt (1981) reported that even though many more people were writing about staff development, telling the whole story was a rare occurrence. He went on to point out that important questions such as: What pattern of

1. To provide a planned first year teaching experience which made possible a broad variety of professional learning experiences:
2. To reach a level of professional skill and judgment which characterized a well qualified career teacher;
3. To raise the professional competency to a level distinctly above that of a beginning teacher;
4. To re-explore numerous teaching techniques/strategies;
5. To develop extensive professional understanding and familiarity within the inductee's scope of certification;
6. To synthesize various learning theories and to study their application to different types of teaching and learning;
7. To develop an individual teaching style based on broad observation, discussion, and consultation.

The Whitewater induction program established an induction support team as soon as a new teacher was hired. This team consisted of an administrator, a mentor teacher, and a university consultant. The purpose of the team was to provide comprehensive assistance to the inductee (first



year teacher) in whatever concerns/needs deemed necessary during the year-long teaching experience.

The University of Wisconsin-Whitewater program has been highly acknowledged as a model teacher induction program. However, through its success, challenging issues have surfaced which must be addressed as induction programs continue to flourish within the education sector. They are:

1. What role does the induction program play in teacher evaluation and teacher retention decisions?
2. Should the mentor make in-class observations of the inductee?
3. Should a university specialist make in-class observations of the inductee?
4. Should supervision of the inductee be general or specialized?
5. What is the role of external agencies in the teacher induction concept?

The Beginning Teacher Program: A Model Induction and School Improvement Program

Mickler (1984) described this program as a combination of support and training for first year teachers. It involved 12 school districts in Kansas and participation was required of all first year teachers. It included regular meetings of new teachers and their

building principals and it employed a year long, performance-based skill training program.

In establishing this collaborative effort a number of considerations contributed to the decision to implement the beginning teacher program. They were:

1. Findings from studies of successful businesses;
2. Studies of effective schools and successful education change;
3. Induction factors and their impact;
4. The realities of individual schools.

The implementation plan was comprehensive in that it established an administrative structure, operational agreements between participating schools and the state university, and training for program participants.

The content of the program was chosen from research on effective teaching. The sessions focused on the following topics:

1. Beginning the school year effectively;
2. Teacher behavior and classroom control;
3. Discipline;
4. Conferencing with parents;
5. Lesson planning;
6. A teaching model;
7. Cooperative services;
8. Classroom communication;

variables increases the effectiveness of inservice training?; Has teaching been improved through inservice training?; Is the curriculum better?; are questions that generally remain unanswered. We need to go beyond affective measures that consist of teachers reporting, "This workshop was wonderful" to look at what program policies, formats, materials, resource personnel, and procedures are effective in promoting learning, behavior change and results in the classroom.

Wideen (1987) observed that efforts to improve schools continue from within institutions and from community. Despite the expenditure of massive amounts of money on education, each year brings new reports about how schools have failed, new prescriptions or innovations for adoption, and legislative mandates designed to improve teaching and learning. The motivating force behind such reports is the perception that schools can and must be improved. Society is becoming impatient as it watches schools remain much as they have been for decades, despite a perceived commitment and mandate for change.

Wideen suggested that the best way to learn about a system is to try to change it. He further pointed out that massive efforts have been made over the past few decades to reform education, and while little reform may have occurred, much has been learned. It is this knowledge that he feels can serve as the basis for a staff

development structure that will have a better chance of bringing about positive change in education. "Throughout the long history of education, provisions for the improvement of the teachers through inservice training have rarely been adequate" (Rubin 1978, p. 4). He further observed that typical programs suffered from lack of energy, precision, direction and imagination. Two factors accounted for this state of affairs. First, inservice education was treated so casually that clumsy and inept programs survived; and second, remarkably little was known about the mechanics of teacher improvement.

As long as the nature of education remained static there was little incentive to improve matters. However, now that we have reached a point where schools must reflect both social and technological demands, it is increasingly clear that change is inevitable. This change must not be allowed to dissipate in the hands of incompetent and/or inadequately trained teachers. An analysis of education's resistance to change during the past decades demonstrates that much of the trouble is inherent in the counterfeit assumption that teachers adapt quickly and easily to change without any special preparation.

Rubin (1978) goes on to point out that sovereignty has become a major point of contention around inservice training. The rise of teacher autonomy, and its attendant



political struggle, has raised serious questions about the following:

1. Who determines the substance of inservice activities?;
2. Who serves as the training expert?;
3. Who evaluates the outcomes?

Teachers contend, with reasonable cause, that the skilled practitioner is a better trainer of teachers than the professor who is knee-deep in theory. The academics, on the other hand, are quick to point out that without the infusion of insights derived from scholarly analysis the profession will remain static. To complicate matters further, school administrators suggest that teachers and professors are not in a good position to sense the public pulse. They argue that if the school's image and credibility have become tarnished, the only viable corrective action is to make education more responsive to community concerns.

The result of these divergent positions, not surprisingly, is that with many actors contesting for parts of the inservice action, competitiveness may overshadow reason. Conflict over ideology and purpose often stem from individual biases and reflect a conspicuous absence of systemization.

In summary, the trends and events characterizing the current state of inservice training in the United States

will unfortunately be viewed against a less than impressive historical background. However, what is heartening in the overall evolution, is the fact that inservice training will probably be taken far more seriously than it has been in the past. More and more, the making of a teacher is thought to be a continuum that begins early in the pre-service experience and continues until retirement.

### The Meaning of Inservice Training

Within the teaching profession and beyond it, few topics evoke such a ready response as inservice training. Nearly everyone, whether teacher, advisor, or administrator, seems convinced of its value (Morant 1981). Morant went on to point out that before one joins the chorus of approval, one should be clear as to what the term means. He suggested that it is probably easier to say when inservice education should occur than to give an immediate definition as to what should take place. It is the education intended to support and assist the professional development of teachers throughout their working lives.

Wideen (1987) suggested that the term staff development has gained prominence in recent years and has taken on an amalgam of meaning. As such the term may have become just a new word for inservice training, a buzzword for the 1980's. Sparks, (1984) suggested the use of the

term staff development/inservice training has come to take on quite different meaning in recent years. The traditional inservice training of the past will be replaced by teacher centered improvement efforts. These efforts reflect collaboration, collegiality, and mutual adaptation as necessary ingredients in any school improvement initiatives.

### Studies of Inservice Training

The literature revealed extensive activity in recent years in both writing about inservice training and studies attempting to measure its effectiveness. Loucks and Melle (1982) reported that the evaluation of inservice programs has all but stagnated, and primarily reported participant satisfaction as an indicator of program success. They point out that these perceptions may be valuable information, but are not valid indicators as to whether the training has made a difference. Hockman (1982) agreed that inservice training must be taken beyond "happiness quotients" or in other words, must go beyond affective measures. In order to measure the effectiveness of training, it is important to ascertain whether participants have gained knowledge and/or changed their behavior, and if so, to determine the results of these changes.

The Wade Study, Wade (1984) conducted a meta-analysis of 91 studies to ascertain what made a difference

in inservice training. She found a number of variables that contributed to the behavior changes of teachers.

They were:

1. The focus was on improving general teaching;
2. Group size ranged between 21 and 40 teachers;
3. University researchers initiated the inservice;
4. Group make-up included both elementary and secondary teachers;
5. Incentives were offered which enhanced teacher status;
6. Self-instructional methods were used;
7. The structure was set up for independent study;
8. Practical application was the focus;
9. The school day was used for inservice time;
10. The length of training need not exceed six months;
11. Common instructional activities existed for all participants;
12. Participants took an active role;
13. Group goals were acknowledged;
14. Participants came from unrelated schools;



15. Responsibility of the inservice rested solely on the facilitator;
16. Assistance following the initial training was not given.

Interestingly, however, Wade pointed out that somewhat different variables produced the best carry over results into the classroom to benefit students. They were:

1. Affective techniques were the focus of instruction;
2. Supervisors or administrators initiated the inservice;
3. The groups consisted of only elementary teachers;
4. Schools furnished facilitators from within their own staffs;
5. The length of the inservice went beyond six months;
6. Instruction lasted from one to ten hours;
7. Practical application was the focus of instruction;
8. The inservice was designed from shared goals;
9. Participants and facilitators shared the responsibilities for learning;
10. Follow-up programs did not exist;
11. The state government funding.

Wade concluded that these discrepancies between behavior change and what was actually transferred to the classroom suggested that workshop designers should look closely at what they evaluate.

Joyce and Showers Study. Joyce and Showers (1980) analyzed the literature of over 200 inservice programs from which they investigated the effectiveness of training. In particular they isolated five components found to contribute significantly to the impact of training; and when used in conjunction with one another they produced more effective workshops. The five components were:

1. Presentation of theory or description of skill or strategy;
2. Modeling or demonstration;
3. Practice in simulated and classroom settings;
4. Structured and open-ended feedback to workshop participants.
5. Coaching for application.

The Burello and Orbaugh Study. This study (1982) observed the implementation of inservice programs and federal projects over a four year period. In addition they conducted an extensive review of literature relating to inservice education and ultimately identified six premises for effective inservice programs. They were:

1. Integrated into, and supported by the whole school, including administrators;
2. A collaboration of students, staff, and community;
3. Planned according to the assessed needs, including the interests and strengths of the participants and designed around problem solving;
4. Flexible and responsive to changing needs;
5. Accessible, using on-site demonstrations with actual students during the designated school/work day;
6. Evaluated collaboratively as an assessment to address planning, implementation and dissemination as an ongoing process.

Given the diverse motivations for designing and implementing inservice education programs, it was no wonder that research studies lacked consistency of results and recommendations. However, leading teacher inservice educators (Rubin 1978; and Griffin, 1983) observed that the desired outcome was to make changes in teachers' knowledge, beliefs, attitudes and methods of instruction in order to improve student performance in the classroom. Wade (1984) summarized context issues which have been reported to positively affect staff development efforts. They were:

1. An emic point of view regarding the school and its staff;
2. Administrators who are willing to support staff development;
3. Prior success in implementing change;
4. Project leadership that is compatible with the targeted audience;
5. Sufficient time to facilitate the change;
6. A project leader who is able to analyze the characteristics of the setting and implement an appropriate plan;
7. An environment that includes positive participant interaction and progressive beliefs about teaching;
8. Dissatisfaction with the current practice earmarked for change;
9. A needs assessment indicating a change is desired;
10. Adequate resources needed to implement the change;
11. Positive perceptions of school personnel regarding the practice.

#### Inservice Program Design

Wade (1984) concluded that program organizers should carefully consider several issues when designing inservice education activities. They were:



Duration. Many authors have recognized the fact that most inservice programs were of short duration and addressed single, unrelated topics. Too often administrators tend to use inservice education as a means of solving crises rather than promoting change (Burk 1976). Although much is written outlining the need for long term approaches to training, the existing data on the subject was not convincing. It appeared that there are examples of success of both long and short term programs. This suggested that inservice organizers should consider duration carefully.

Location. The location of inservice programs has received considerable attention within staff development literature. Although some staff developers supported conducting programs away from schools in less rigid, more comfortable settings, most evidence supported the opposing view. Joslin (1980) and Lawrence and Harrison (1980) both conducted a meta-analysis including the question of on-site versus off-site programs, and both researchers found that on-site programs resulted in higher effect sizes than off site programs.

Scheduling. Another design issue, quite closely related to location of inservice programs was scheduling. Arguments were found in the literature to both support and oppose released time. Again the Joslin (1980) and Lawrence and Harrison (1980) studies addressed the subject

and concluded that programs held in the evenings or before/after work were more effective than those held during the work day.

Focus and Nature. The literature is not dominated by findings relative to sound training practices for educational personnel. However, the Joslin (1980) and Lawrence and Harrison (1980) studies again provided information about effective practices in inservice education.

Both studies found that programs that attempted to increase knowledge were more effective than those that attempted to changed participant behavior. Also, programs with fewer than sixty participants were more effective than larger programs. Finally, both studies found that formal programs such as college courses and institutes resulted in higher effect than did workshops.

Methods of Instruction. Joyce and Showers, (1980) suggested that the mastery of teaching skills and transfer of training could be accomplished through the use of a combination of five training strategies:

1. Study of theory underlying the skill;
2. Opportunity to observe demonstration of the skill;
3. Practice in simulated classroom settings;
4. Structured and open-ended feedback;
5. Coaching for application.

Joyce and Showers suggested that the message was very clear: Staff development should focus squarely on skill development, and lead to classroom application. The chances of this happening were greatest when there was coaching for application. Brandt (1982) concluded that if staff development had less presenting and more practice, feedback, and coaching, teachers would develop more professional skills and as a result more self confidence in the shop or classroom.

### Summary

Although much has been written about inservice training/staff development it is apparent that there are divergent and sometimes conflicting claims relative to the ingredients of successful programs.

Vocational technical educators contemplating inservice training would do well to review the literature as a prerequisite function. It is possible to sift out the components relevant to individual school needs, and build a successful program.

### Mentoring in Education

The educational system in American is under fire. Many education leaders have written or spoken out, and commissions have generated reports voicing criticism and urgent concern about the quality of instruction that is taking place in schools, and what if anything is being done to improve the teaching skills of teachers.



Mentoring can function effectively on both formal and informal levels. The process can be as informal as the adoption of a new teacher by an experienced member of the faculty, essentially resulting in an "under-the-wing", "buddy", "master teacher", "peer teacher" type of relationship. On the other hand the process can be quite formal; for example, it was estimated by the Mentor Teacher Handbook(1987) that nearly half the 50 states have begun systematically addressing the needs of beginning teachers by implementing formal programs of induction into the profession.

Although the educational community does not always refer to the term mentoring, the basic concept is a highly supported strategy for improving the quality of teaching in our schools. John Goodlad (1984) recommended the employment of head teachers who would teach part of the school day, occupying positions normally filled by regular classroom teachers. In addition, however, they would be expected to serve as role models to fellow teachers, provide them with inservice assistance, diagnose knotty learning problems, and in some cases serve as heads of teaching teams. He envisioned the head teacher as a highly successful teacher possessing the required special qualifications for the task, and not merely an individual rewarded for seniority. Goodlad offered the concept of



head teachers as a counter proposal to the current practice of principals serving as instructional leaders in all aspects of the school operation. He went on to suggest that the lead teacher approach would go much further toward loosening up the hard knot of instructional improvement for both beginning and experienced teachers.

In reflecting on supervision and evaluation Sergiovanni (1987) suggested that many experts view supervision of teacher performance as a function that should be separated from the administrative/evaluative role of the principal. Because of the broad scope of the principal's responsibilities it has become clear that, in most schools, an effective supervisory program cannot be established without teachers assuming significant responsibility for their own growth and development and for helping other teachers.

In discussing options for supervision Sergiovanni identified two strategies that incorporate many of the mentoring concepts. He sited clinical supervision as described by Cogan (1973) as a rationale and practice designed to improve the teacher's classroom performance. Clinical supervision assumes that teachers are reasonably competent professionals who desire help that is offered in a collegial rather than authoritarian way. The heart of clinical supervision is an intensive, continuous, and mature relationship between teacher and supervisor, and a

goal of the improvement of professional practice. It is a partnership in inquiry whereby the person assuming the role of supervisor functions as an individual with more experience and insight rather than as an expert who determines correctness and provides admonitions. It should be pointed out that clinical supervision is demanding in the time it requires from both supervisors and teachers. When "collegial" or "peer" supervision is employed both time and training must be provided to the participants.

Allan Glatthorn (1984) suggested the phrase Cooperative Professional Development (CPD) for describing the collegial process within which teachers agree to work together for their own professional growth and development. He suggested that this designation is superior to "peer-supervision" or "collegial-supervision" as these labels suggest more of a management function rather than teachers helping one another. Sergiovanni perceived CPD as a very flexible process limited only by the ingenuity of principals and teachers. It can and should involve more than classroom observation. It should provide a setting where teachers can informally discuss problems, share ideas, help in preparing lessons, exchange tips, and support one another.

In August of 1988, Wheelock College convened a group of educators for a week-long conference during which the

participants addressed three questions relating to mentoring. They were:

1. What is the optimal relationship between a mentor and a newcomer?;
2. How can mentoring programs function effectively in schools?;
3. How should mentor teachers be trained?

The conference concluded that a well-designed mentoring program could reinvigorate the teaching profession and spark a wave of creativity in the relationships among teachers, their schools, and their communities. Mentoring programs could encourage all teachers to be more reflective about their craft and more imaginative in their tasks. New teachers would grow professionally as they expanded their repertoire of skills and strategies for working with students and parents. Experienced mentor teachers would be stimulated and challenged to develop new ideas about pedagogy as they teach teachers without having to leave classroom teaching.

The advent of a mentoring program would bring with it changes in the way schools conduct business. It would also require a reshuffling of roles within institutions currently responsible for teacher training and certification. Two new roles, that of mentor and protege (provisionally certified teacher), would be created while other traditional roles would be redefined. Schools would



need to prepare personnel for new roles by establishing support systems for mentors and proteges alike. Finally school districts, state educational agencies, and institutions of higher learning would have to work together in making adjustments to accommodate mentoring programs.

### The Mentor Program

Mentoring, (1982) a monograph prepared by the Institute for Governmental Services for the Massachusetts Department of Education, identified seven characteristics of successful mentoring relationships. They are:

1. The relationship grows and lasts over a long period of time;
2. The pair enjoys spending time together on diverse tasks;
3. There is mutual respect between the pair;
4. Individuals in the relationship believe they can learn from each other;
5. A close bond, both personal and professional, emerges in the relationship;
6. The mentoring relationship moves positively and actively toward a collegial, equal type of association;
7. Both individuals in the mentoring relationship are concerned about and take care of each other's needs in a human and supportive way.



Mentoring can and should be an experience in which both the protege and mentor learn from one another, since each individual brings talents and skills to the developing relationship. The assumption cannot be made that only the mentor can impart wisdom to the protege. In successful mentor/protege relationships the protege contributes unique, new ideas that can enrich and expand the mentor's perspectives. It has been observed by some mentors that they learned more than the protege.

The needs of beginning teachers: the protege.

Many experienced teachers have vivid memories of their first-year teaching experience; somehow, the more negative ones seem to stand out. New teachers often voice their contention that the first year of teaching is one of trauma, drama and basic survival. Ellen Corcoran (1981, p.20) described the transition shock:

The condition of not knowing is common to beginning teachers. No matter how extensive the beginner's pre-service education, beginning teachers are faced by and accountable for or to -- sometimes it is not clear which -- unknown students, teaching colleagues, administrators, university supervisors, and parents. In the midst of so many strangers, it is difficult to know to whom to turn or where to begin. In addition, the school and community environments have norms and rituals that most probably are new and strange. the large number of factual and procedural unknowns can send the beginning teacher into a state of shock wherein it becomes impossible to transfer previously mastered concepts and skills from the university to the public school classroom.

The Mentor Teacher Handbook(1987) acknowledged a wide range exists in the quality of new teachers and their first-year teaching experiences. Given this range, researchers looked at the needs, problems, and concerns of beginning teachers and have identified the following issues that the mentor/protege relationship can address.

1. Maintaining classroom management and discipline;
2. Managing time, including striking an appropriate balance between personal and professional time;
3. Motivating students generally, but especially working with students who have special needs.
4. Managing classroom instruction, including: planning instruction, finding resources and materials, evaluating student progress and coping with a wide variance of student ability in the same class.;
5. Experiencing feelings of isolation;
6. Developing positive relationships with parents, administrators, colleagues, and students;
7. Coping with workload: Number of preparations, teaching outside area of expertise, being assigned more "difficult" classes, and too many extra curricular responsibilities.

The mentor role: The Mentor Teacher Handbook

(1987) identifies mentors as special people. They are highly accomplished teachers, yet teaching expertise is not sufficient. They may have many years of teaching experience, yet more than this experience is required. The qualities and responsibilities of a good mentor include, and go beyond, those of a good teacher.

Penny George and Jean Kummerow (1981) identified three fundamental factors which they felt enabled a mentor to be competent and helpful:

1. A conviction or belief in the advisee's potential to contribute to the organization;
2. A willingness to invest the time necessary to assist in the advisee's development; and
3. The skills, experience and knowledge to aide the advisee in reaching his or her potential.

They viewed a good mentor as one who is more open than guarded, a clear communicator, someone who has good judgment of people, and who knows how to use power appropriately. The ideal mentor, George and Kummerow stressed, is someone who is objective, caring, and comfortable expressing his or her feelings to the advisee/protege.

The Wheelock report described the mentor as an advocate for the first year teacher in all areas of the school program and primarily responsible for overseeing

the new teacher's on-the-job learning and professional development. The report suggested the role of mentor should include the following activities:

1. To observe the newcomer's teaching;
2. To reflect with the newcomer about the skill of teaching;
3. To share information and consult with the newcomer;
4. To interpret the school culture and its relationship to the wider community culture; and
5. To link the newcomer with other teachers in the building.

The report established three major goals for a mentoring program supported by objectives/activities essential to successful implementation. They were:

Goal I: To provide a structured and supportive induction process for new teachers, one that builds upon the insights, knowledge, and experiences of veteran teachers.

Goal II: To create a collegial relationship that provides support, enhances the esteem of new teachers, and facilitates their becoming independent, effective and productive professionals.



Goal III: To establish a relationship that is reciprocal, in which each person contributes to, and takes responsibility for what transpires.

The Mentor Teacher Handbook (1987) was emphatic in its position that the mentor should in no way take part in the evaluation of their proteges. Rather, in a variety of ways, the mentor should offer the beginning teacher opportunities to share and to learn from an experienced colleague. The mentor's goal should be to help the beginning teacher to develop and enhance:

1. Competence: Mastery of the knowledge, skills and application which effective teaching requires;
2. Self-confidence: Belief in one's ability to make good decisions, to be responsible, and to be in control;
3. Self-Direction: The assurance and ability to take charge of one's personal, professional, and career development;
4. Professionalism: To understand and assume the responsibilities and ethics of the profession.

Achieving the goals require that the mentor perform a wide variety of functions. The following diagram, (Figure 1) taken from the Mentor Teacher Handbook(1987) portrays the scope of mentor functions.

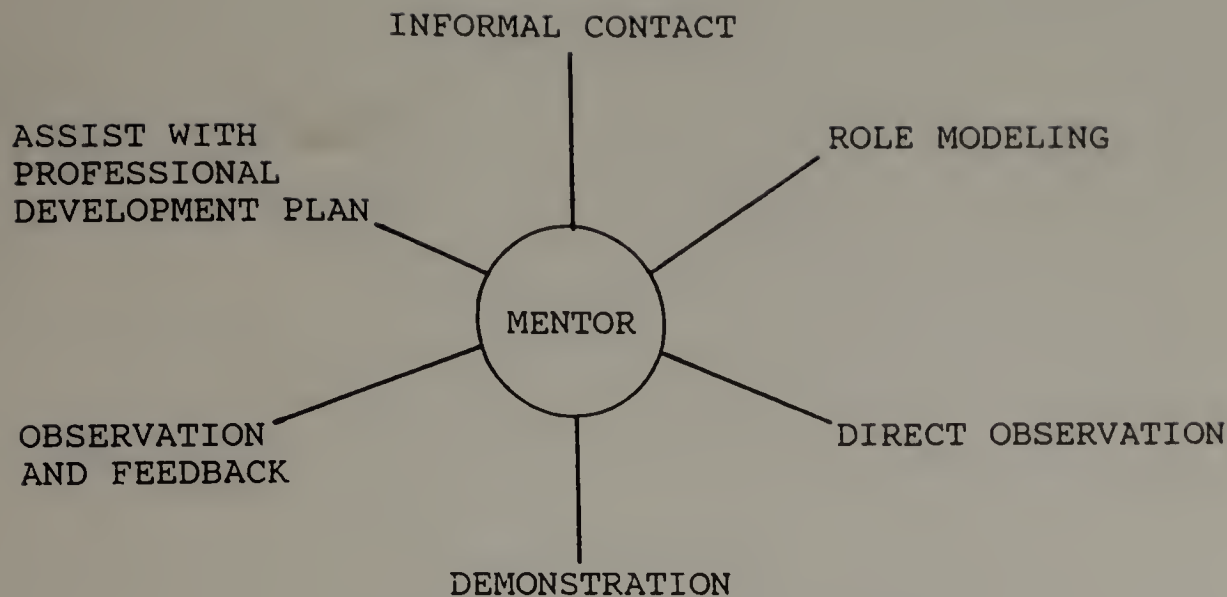


Figure 1. Mentor Functions

Selecting And Matching Mentors and Proteges There are many factors which should be considered when matching mentors and proteges to work together in a formal mentoring program. Gray and Gray (1985) expressed concern that little research had been done on the subject, but current interest in mentoring has stimulated increased research activity on the subject.

Hauling-Austin, Barnes and Smith (1985) conducted a pilot study of four first year teachers paired with four support teachers. The study revealed that two pairings were unsuccessful because one pair was located in different parts of the school, which reduced interaction. The other pair did not teach the same subjects or share similar ideologies about teaching, classroom management and discipline. Hauling-Austin et al (1985, P.20) concluded that:

Every effort (should) be made to select a support teacher who is not only considered a successful teacher, but also teaches the same subject and grade level as the first year teacher, whose classroom is in the same general area of the building, and who has comparable ideologies about teaching, classroom management and discipline. An effort should also be made to determine if the beginning teacher recognizes the benefits to be gained from working with a support teacher.

These comments suggested that new teachers should be able to choose whether or not to have a mentor, and to have a say in mentor selection.

Nevertheless, formally arranged mentoring programs can work. Tanner and Ebers (1985) conducted a study of 393 beginning teachers in Georgia and found that significantly more novices demonstrated classroom mastery of 16 competencies related to effective teaching when an assigned "buddy teacher" (mentor) worked with them during their first year of teaching. In the University of Wisconsin - Whitewater Teacher Induction Program (1985), follow-up studies of 50 new teachers, each of whom received mentoring, showed that the program had increased the professional skills, judgment and competency of participants, and had screened some less able candidates from the profession.

In most schools the number of those who have the capacity to serve as mentors far outnumber those who are actually needed to function as mentors. Some teachers may

not perceive themselves as potential mentors while others might be reluctant to offer their services. Other schools subscribe to the star system orientation with its implicit assumption that new teachers can only learn from highly visible, successful, and articulate administrators.

It is important to remember that the less visible, moderately, successful teacher may not only be more responsive and understanding, but may also be more interested in working with a new teacher. They should also have more time to work with the new teacher than the administrator.

In summary, many factors contribute to the matching of the mentor and protege and a compatible match greatly enhances success.

#### Mentoring New Vocational Technical Teachers

The task of retaining new vocational technical teachers is every bit as important as the effort spent on recruitment and in-service training. School administrators have little choice but to recognize the many demands and challenges new teachers face and, then, to take the appropriate steps necessary to assist in their retention. A competency-based vocational education administration module: Recruitment and Inservice Training of Nondegreed Teachers (1987) recommended that an experienced teacher be assigned as a peer teacher, mentor, or "buddy" for each new teacher. Such an arrangement



would allow new teachers to have timely answers to their questions about policy, practice, students, and pedagogy.

A Maine study (1987) suggested the critical period of a new teacher's development comes at the beginning of "real teaching." It is at this point that the teacher feels less need for cognitive content about teaching, and seeks vast amounts of assistance in integrating knowledge with actions. This period of the teacher's development represents a prime opportunity for positive assistance and intervention. To accomplish this, personnel must be trained for individualized mentorships and small group seminars.

In recent years within the Commonwealth of Massachusetts, there have been strong supportive indicators, for introducing the mentoring concept for new teachers. The Logos Study (1981) recommended that the Division of Occupational Education should encourage schools which employ provisionally approved teachers to designate a master teacher to serve as a resource person during the first year of teaching.

In November 1987, the Joint Task Force on Teacher Preparation released its recommendations for teacher education reform in a report entitled Making Teaching A Major Profession. One of the nine major recommendations suggested making better use of the experience and expertise of our best teachers through the implementation

of a mentoring program for all beginning teachers during their first year of teaching.

Finally a recent case study (1988), by this author, of new vocational technical teachers strongly suggested the need for peer support. The respondents perceptions as to where a new vocational technical teacher should go for help were many and varied. The study also indicated that very few formally structured support programs are operating in vocational schools. This appeared to be a significant factor fostering a sense of isolation and frustration. A support program that includes mentoring is necessary to retain talented teaching prospects.

#### The Pitfalls and Payoffs of Mentoring

The pitfalls. It is reasonable to assume that the role of mentor can be one of the most professionally rewarding experiences of a teacher's career, or it can be frustrating. The frustration may arise from one or more of the following pitfalls.

1. Overextending;
2. Proceeding without clarification of the mentor's role;
3. Assuming too much responsibility for the protege;
4. Underutilizing professional growth.

The payoffs. Both the literature and the results from research on mentor/beginning teacher projects

stressed the value of collegial relationships among teachers. In many cases mentor teachers gained as much if not more from their participation as did the novices. When teachers have the autonomy, opportunity, time, and resources to participate in their own and their colleague's professional growth, instructional improvement is the obvious result.

The payoffs of mentoring may best be described by the following diagram (Figure 2) taken from the Mentor Teacher Handbook (1987):

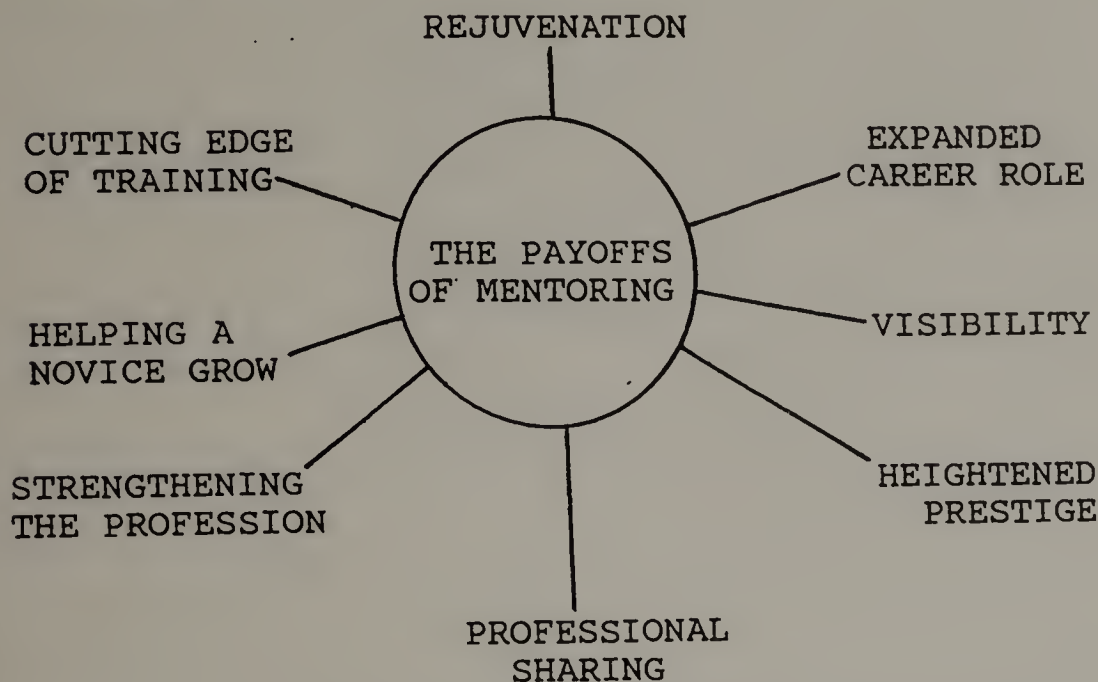


Figure 2. The Payoffs Of Mentoring

### Research Methodologies

The research for this study consisted of two parts, each part structured so as to match the most appropriate methodological approaches with specific information needs. The first part was a survey of new vocational technical



teachers using a printed questionnaire. The second part was structured interviews of a sample of new teachers chosen from the survey pool. Therefore, the review of literature focused on the principles of quantitative and qualitative research designs that related to the study.

### Integrating Qualitative And Quantitative Methods

Rist (1981) suggested it is merely a restating of the obvious to suggest that the dichotomies such as "hard vs soft", quantifiers vs describers", "scientist vs critics" have too long dominated comparative discussions of varying research strategies in education. The complexities and nuances of research approaches are reduced to simple and rigid polarities that translates into methodological provincialism. It obscures efforts to "know" or to "understand" and further hinders or cripples researchers by a continued fixation upon what is good about one approach and bad about another.

Although debate still exists in the field regarding the relative superiority of one methodology over the other, there is literature support for combined methodologies. Cooke and Reichardt (1979, P. 19) stated:

There would seem to be, then, no reason to choose between qualitative and quantitative methods. Evaluators would be wise to use whatever methods are best suited to their research needs, regardless of the method's traditional affiliation. If that should call for a combination of qualitative and quantitative methods, then so be it.



Sam Sieber (1982) discussed the advantages of using integrated techniques as being multi-faceted. He observed that the integration of research within a single project opens up opportunities for mutual advantages in design, data collection and analysis. He further observed that a questionnaire based on qualitative data is definitely improved and the return rate enhanced. More specifically Sieber stated: (1979, P.92)

Field methods can serve as a background to a survey by providing familiarity with the setting being surveyed, by developing rapport with those being surveyed, and by performing exploratory work that is necessary for pretesting a survey.

Lofland (1971) concurred that a positive relationship can exist between multiple methodologies. According to Lofland, quantitative studies often validate and/or modify knowledge gained through qualitative methods.

Thomas Cook (1979) observed that using a combination of qualitative and quantitative methods will often result in the most appropriate strategy to address a research question. He suggested that:

1. Since evaluations usually have multi-purposes, multi-methods are appropriate;
2. When used together for the same purpose, the two method types can build upon each other to offer insight that neither one alone could provide;

3. All methods have biases. By using both, each can check on and learn from the other in striving for a data balance.

### Quantitative Methodology

Patton (1980, P. 22) stated that "quantitative measurement relies upon the use of instruments that provide a standardized framework in order to limit data collection to certain predetermined response or analysis categories."

The quantitative aspect of this study employed a questionnaire utilizing in part a series of closed questions designed to solicit information that was objective in nature. In addition several open-ended questions were included to allow respondents to express perceptions that may not be easily expressed in a closed question format, or that may not have been specifically addressed in the questionnaire.

The questionnaire. Borg and Gall (1983) observed that many questionnaires take on an appearance of being thrown together with little thought or preparation. It is this type of questionnaire that spawns negative attitudes towards quantitative research and results in poor data and return rates. To overcome this stereotype the researcher must carefully construct and administer the instrument. Each item on the questionnaire must be developed to measure a specific aspect of the study. The researcher

should be able to explain why the question is being asked and how responses will be analyzed.

Questions on a questionnaire may be either the closed form in which the question permits only certain responses, or the open form in which the subject makes any responses he or she wishes in their own words. There is little research on the relative merits of closed and open questions, but Bradburn (1982) suggested that the two formats produce very similar information.

Borg and Gall (1983, p. 419) stated: "Generally, though, it is desirable to design the questions in closed form so that quantification and analysis of the results may be carried out efficiently." He suggested that this technique provided immediate usable information.

After the construction of the questionnaire it should be pre-tested with a group of subjects similar to that of the study sample. This approach is supported by Borg and Gall (1983, P. 425) who stated:

It is very desirable to carry out a thorough pretest of your questionnaire before using it in your study. For the pretest you should select a sample of individuals from the population similar to that from which you plan to draw your research subjects.

The pretest should be administered in a manner comparable to a real testing situation, and timed to determine suggested time allocations. Respondents should be asked to mark questions which are unclear and



ambiguous, and upon completion of the pretest a discussion should be conducted. Suggestions for refinement and improvement should be solicited and modifications made to the instrument.

The final instrument should be professionally designed and printed to enhance its appearance and appeal to the respondents. This approach is supported by Borg and Gall (1983, P. 429) who stated:

The neatness and composition of your questionnaire and accompanying material is an important factor in determining the number of replies. The more expensive methods of duplication are usually worth the extra cost...A poorly reproduced questionnaire indicates to the respondent that the study is of little importance to you or anyone else in spite of your protestations to the contrary.

Follow-Up. Borg and Gall (1983) suggested that a few days after the deadline the researcher established in the letter of transmittal it is desirable to send nonresponders a follow-up letter and include another copy of the questionnaire and another self addressed envelope. The follow-up letter should not be a second copy of the original transmittal letter. Instead, the researcher should change the approach and assume the tone that he or she is sure the individual wished to fill out the questionnaire but perhaps for a good reasons it was overlooked. As a rule, the same careful attention given to the design of the questionnaire and transmittal letter should be given to the follow-up initiatives.



Data Analysis. The data generated by a questionnaire will be substantial and must be converted to a form that permits easy statistical analysis. The data from the closed questions should be coded and keypunched for computer analysis.

### Qualitative Methodology

"Qualitative methodologies refer to research procedures which produce descriptive data: People's own written or spoken words and observable behavior." (Bogdan and Taylor 1975, p. 4) They further observed that the three most frequently used forms of qualitative methodology included participant observation, analysis of personal documents, and case study collected through interviewing. The latter methodology was utilized for this study.

Yin, (1984) suggested that a case study actually begins with the identification of the problems or issues to be studied, and the development of the study design. He was quick to point out to any prospective researcher that it is not an "easy" method of data gathering. In fact, skills and discipline required for collecting case study data are much more demanding than in quantitative data gathering methods.

Prior to implementing a case study methodology the researcher should assess their case study skills, and if necessary, take the time to train and prepare for conducting interviews. Although few devices exist for

assessing case study skills, Yin (1984) suggested that the researcher should possess the following case study research skills:

1. Be able to ask good questions, and to interpret the answers;
2. Be a good listener, and not to be trapped by ideologies or preconceptions;
3. Be adaptive and flexible, so that newly encountered situations can be seen as opportunities, not threats;
4. Have a firm grasp of the issues being studied;
5. Be unbiased by preconceived notions, including those derived from theory.

Thus, a person should be sensitive and responsive to contradictory evidence.

Most of the attributes are remediable; thus, anyone missing these skills can work on developing them. However, the researcher must be honest in assessing their capabilities from the outset.

Lofland (1971) supports the use of qualitative research methods in attempting to identify and study issues through the perspective of the individuals in the situation being studied. He suggested that the strong suit of the qualitative researcher is their ability to provide an orderly presentation of rich, descriptive detail.

Therefore, the intensive interviewing technique with a prepared interview guide, referred to as "a flexible strategy of discovery" (Lofland, 1971, P. 76) seemed most suitable for the study. Providing "a framework within which respondents express their own understanding in their own terms" (Patton, 1980, p. 205) about their experiences further supported the choice of the structured interview technique.

Choice of subjects. The choice of individuals to serve as participants in a case study is an important consideration. Bogan and Taylor, (1975) suggested that people do not have an equal ability and willingness to make vivid the details and meaning of their lives. There is no question that a good interviewer may be able to bring the best effort out of subjects, but he or she cannot perform miracles on people who are not free with their words. Bogan and Taylor offered several suggestions concerning the selection of subjects. They were:

1. It is essential that the subjects have free time to devote to the interview;
2. Ability and willingness to verbalize their past and present experiences and feelings;
3. Whether or not they are the kind of people in whom you are interested;

4. Avoid the selection of a subject with whom you have a professional or otherwise special relationship.

Selltiz, Jahoda, Deutsch and Cook (1967, P. 14) pointed out that "research economy dictates that the respondents in an experience survey be very carefully selected" --- "since one is looking for ideas and insights, respondents must be chosen because of the likelihood that they will offer the contributions sought."

With these criteria in mind, the researcher must take an objective look at the subject pool for selection purposes.

Interview guide. Once the case study subjects are selected the researcher must then focus on the interview to be conducted. In such research methodology the researcher must approach the interview with a well defined plan or strategy. Whyte, (1982, p. 11) stated: "whatever its merits for therapy, a genuinely nondirective interview approach is simply not appropriate for research. A successful interview must be planned in advance."

An interview guide should be developed to facilitate the interviews with study participants. Patton (1980) referred to this as a checklist to make sure that topics determined to be important are addressed during the course of the interview. The interview guide offers a framework within which the interviewer would develop questions,



sequence them, and make decisions about which information to pursue in greater detail.

The preparation of an interview guide may involve careful assessment of any available questionnaire data. The interview guide should then be designed as a basic outline of topics and issues to be discussed during the interview. The ultimate design of a draft interview guide should be one of seeking specific data while allowing flexibility for the respondents to enter into subject areas of interest and concern.

The draft instrument should be field tested on subjects similar to those to be used in the study in order to validate the questions and assess the respondents feeling of understanding and general comfort. Following the field test final modifications of the instrument should be executed and plans developed for the general interviews to take place.

The interview Spradley (1979) described ethnographic interviewing as two distinct but complementary processes: Developing rapport and eliciting information. Rapport encourages subjects to talk about their culture. It means that a basic sense of trust has developed that allows for the free flow of information. Although sometimes unpredictable, rapport frequently develops in a patterned way. In cases where it develops successfully, it usually proceeds through the following stages:

1. Apprehension
2. Exploration
3. Cooperation
4. Participation

Each interview should begin with a prepared description of the research study and an explanation of the format to be followed. Immediately to follow should be a descriptive question structured to get the subject talking.

Spradley (1979) suggested that this technique should help move the interview through the apprehension stage. In fact, he pointed out, it really doesn't matter what the subject talks about so long as he or she is talking, and the interviewer is listening, showing interest, and responding in a nonjudgmental fashion.

The interview should be structured to last for an adequate amount of time in a private environment with a minimum of visual or auditory distractions. A tape recorder should be used to record the entire interview, subject to the approval of the subject. The literature strongly supports the use of a tape recorder. Lofland (1971) suggested that it is imperative that one tape record an interview so that one can devote undivided attention to the interview, and not be worried about note taking. Whyte (1982) feels that if the researcher only records items whose significance is apparent at the time

of the interview he or she will loose data that might have opened up new avenues for exploration. Patton (1980) described the tape recorder as an indispensable tool, and Bogdan and Taylor (1975) advise the interviewer to use it whenever possible.

After completing the interviews the researcher should review the tapes for clarity and completeness. Given satisfaction with the quality of the tapes, a transcript or a modified summary should be prepared. In addition, any interview notes should be edited and attached to each transcript.

#### Analysis and presentation of case study data.

With the data available to the researcher in both written summary and on audio tape a process should be designed to classify the data. The classification system should be structured to create a matrix of data that will show patterns or themes of priority issues that will be reflected in the study.

Guba (1978) suggested several steps for converting notes and observations into systematic categories for analysis. The researcher must first look for recurring regularities in the data which may represent patterns that can make up categories. Categories should then be judged by two criteria:

1. Internal homogeneity
2. External homogeneity



The first criterion concerns the extent to which the data that belong in a certain category hold together or mesh in a meaningful way. The second criterion concerns the extent to which differences among categories are clear.

Guba (1978) further pointed out that the steps and procedures for analyzing qualitative data are not mechanical and rigid, but rather "arty" and inventive. The process of uncovering patterns, themes, and categories is a creative activity that requires carefully calculated judgments as to what is important to the study.

Patton (1980, p. 339) described the analysis of data as a creative process, and emphasized the importance of quality transcriptions. He further states:

There are no clear cut rules about how to proceed. The task is to do one's best to make sense out of things. A qualitative analyst returns to the data over and over again to see if constructs, categories, explanations, and interpretations make sense. Creativity, intellectual rigor, perserverance, insight --- these are the intangibles that go beyond the routine applications of scientific procedures.

The task of converting issues and concerns identified in field notes and interview transcriptions into systematic categories is a difficult one. No infallible procedure exists for performing it (Guba, 1978).

Finally, Lofland (1971) estimated that the researcher should spend at least as much time studying and analyzing interview materials as was spent in the interview itself.



# CHAPTER III

## DESIGN OF THE STUDY

### Introduction

This chapter presents a detailed description of the research design used for this study. After a careful review of the purpose statement, the research questions, and the literature on research methodologies, this researcher decided to utilize both quantitative and qualitative data gathering techniques.

The research consisted of two parts, each part structured so as to match the most appropriate research methods with specific information needs. The first part was a survey of new vocational technical teachers. The second part was structured interviews of a smaller sample of new vocational technical teachers selected from the survey pool.

### The Survey

#### The Subjects

The general population of vocational technical teachers may well have been impacted by the results and recommendations of the survey data. However, given the focus of the study a narrower population of vocational technical teachers made up the survey pool. Only new teachers hired within the past three years were considered as potential subjects. The researcher then divided this population into two distinct groups.

The first subset was 88 new teachers who participated in the New Instructor's Tool Kit Project for the past three years. A computerized mailing list was maintained for this population and it was used to identify the subjects and prepare letters and mailing labels.

The second subset was new teachers who had not participated in the New Instructor's Tool Kit Project. They were identified from files provided by the Division of Occupational Education, Office of Teacher Approval. This was a data base of all newly hired/credentialed teachers for the past three years. From this data base a total of 94 subjects were identified and it was decided to include them all in the study. A computerized mailing list was generated for this population and added to the first population of tool kit participants.

### Instrumentation

The questionnaire designed for the study employed four types of data gathering techniques. They were:

1. A multiple choice format designed to gather general information about the subjects current status as a vocational technical teacher;
2. An attitude scale designed to solicit perceptions of the importance or unimportance of a list of topics that relate to first year teachers.

3. A Likert type scale designed to allow the subjects to express their perceptions and/or feelings about a number of new teacher topics;
4. Four open-ended questions which allowed the respondents to express their feelings in a more global manner.

After the initial construction of the questionnaire it was pre-tested with a group of subjects similar to that of the study sample. The pre-test was administered in a manner comparable to a realistic situation, and timed to determine suggested time allocation. A total of ten subjects participated in the pre-test. Five had been participants in the New Instructor's Tool Kit Project and five had not. The field test took place at the annual professional development conference at Westfield State College. This enabled the researcher to select a sample that reflected a variety of types of schools and trade areas on a state-wide basis.

After completing the questionnaire each subject was asked to complete a brief feedback instrument (appendix A) responding to three issues. The issues and summary of responses were:

1. The clarity of questions: No questions were circled by any of the respondents as being not clear.

2. The length of the questionnaire: Nine of the respondents checked that the instrument was just about right in length. One person felt it was too long.
3. Relating to the questions/issues: All respondents checked "yes" in relating to the questions/issues as a new teacher.

A review of the data generated by the field test revealed that it was of excellent quality and that only minor modifications to the instrument were necessary. Given this fact, it was decided to retain the field test data and include it in the study.

The questionnaire was professionally designed and printed. (appendix B) The emphasis was on creating an attractive instrument that would stimulate a positive response by the respondent. This process allowed for the six page field test instrument to be condensed to four and printed on both sides of an eleven by seventeen sheet of paper. It was folded once to create a compact and attractive instrument.

#### Data Gathering

The questionnaire was mailed to all the subjects selected to participate in the study. It was accompanied by a introductory letter (appendix C) and a stamped return addressed envelope. Although anonymity of individual data responses was assured to respondents a



coding system was employed by the researcher to allow for follow-up of non-respondents.

A week after the deadline established by the researcher for submission of the questionnaire a total of 94 questionnaires were received. In an attempt to improve the return rate a follow-up was conducted for non-respondents. The follow-up letter was not a second copy of the original letter, but rather a new one with a different approach. (appendix D) A second copy of the questionnaire and a new stamped return addressed envelope was included in the follow-up letter.

### Data Analysis

The data generated by the questionnaire was substantial and had to be converted to a form that permitted computerized analysis utilizing the Statistical Package for the Social Sciences. (SPSS)

The data from Parts I, II, and III was coded using a number value for each possible response for each question. Zero was used to indicate a response of no value or a missing response. The SPSS system permits the assignment of zero for missing values so that incomplete questionnaires can still be processed.

In the case of Part IV (the open ended questions) the researcher used a system similar to that used in the qualitative data analysis discussed later in this chapter. For each question a set of typical response clusters were

identified and assigned a number code (appendix E). The researcher read the response to each question and assigned a maximum of three response codes for each of the four open ended questions. Again zero was used to indicate no response to a question.

The questionnaire coded responses were keypunched in such a way as to generate data for each of the two samples of the new teacher population as well as a total for the entire study sample. Utilization of this approach not only allowed the researcher to study the individual groups, but to conduct cross tabulations between groups.

### The Interviews

The purpose of the selected interviews was to gain expanded insight into many of the questions/issues addressed in the questionnaire, with a particular focus on the 4 open-ended questions in part IV. In addition, the interview guide included 2 additional questions which were structured in such a way so as to allow the respondents to discuss their particular school and its initiatives to support new teachers.

### The Subjects

Based on the review of literature the researcher ruled out the concept of random selection of subjects to be used in the interview process. Instead an objective look at the subject pool was conducted so as to insure the selection of respondents that had both interest and

ability in presenting their perceptions of the topics/issues in question. In addition other criteria affected the selection of subjects.

In selecting subjects who had participated in the new instructor's tool kit project at least one participant was selected from each of the three dissemination cycles. In the case of the nonparticipant pool the following criteria was considered in the selection process:

1. The relative educational (teacher training) background of the individuals prior to their entering the vocational technical teaching profession;
2. Their geographic location;
3. The types of schools and communities that they teach in;
4. The trade areas represented.

After applying the criterion established for the selection of study subjects, six subjects were selected for contact. The researcher made an initial contact by telephone to request participation in the study. For positive responses an interview date was scheduled at a mutually convenient time.

#### The Interview Guide

The preparation of an interview guide involved careful assessment of the research questions and the open ended questions in the questionnaire. The interview guide was



designed as a basic outline of topics and issues to be discussed during the interview. In reviewing the topics/issues to be included in the interview guide the researcher employed a strategy of utilizing professional contacts within the vocational technical education community in an attempt to focus the scope and nature of questioning towards major issues of concern to new teachers. Since the researcher had an active role in the planning, development, and implementation of the New Instructor's Tool Kit Project over a period of three years, contacts with school administrators, Department of Education officials and teacher trainers were invaluable. In addition, a project advisory committee remained as a resource. Another source of information useful in the preparation of the interview guide was informal teacher feedback generated at teacher training classes at Westfield State College and during technical assistance/monitoring visits to schools that had recently employed new vocational technical teachers.

The process described above surfaced issues, topics, and themes which served as the basis for the development of a draft interview guide. Its ultimate design was to seek specific information while allowing flexibility for the respondents to enter into subjects of interest and concern. A format utilized by Urlinger (1979) structured to assist the interviewer in coding responses during the



interview was modified for use in this study. For each of the six questions to be asked a system similar to that utilized to code the open ended questions in the questionnaire was designed. An index card was prepared (appendix G) for each interview on which the interviewer could quickly indicate respondent perceptions.

The draft instrument was field tested on two subjects in an attempt to validate the questions and assess the respondents feeling of understanding and general comfort towards them. Following the field test final modifications of the interview guide were executed and plans developed for the interviews to take place.

### The Interview

The interviews were structured to last for approximately twenty to thirty minutes in a private environment with a minimum of visual or auditory distractions. With the approval of the subject a tape recorder was used to record the entire interview conversation.

Each interview began with a prepared description of the research study (appendix F) and an explanation of the format to be followed. It was immediately followed by a descriptive question structured to get the subject talking.

After completing the interview the researcher reviewed the tape for clarity and completeness. Given

satisfaction with the quality of the tape, the interview guide/summary was reviewed for accuracy and completeness. In addition, interview notes were edited and attached to each transcript.

### Analysis and Presentation of Interview Data

With the data available to the researcher in both written summary and on audio tape a process was designed to classify the data. The classification system was structured to create a matrix of data that showed patterns or themes of priority issues that should be reflected in the study.

The researcher first looked for recurring regularities in the data which represented patterns that made up categories. Categories were then judged by two criteria:

1. Internal homogeneity
2. External homogeneity

The first criterion concerned the extent to which the data that belonged in a certain category held together or meshed in a meaningful way. The second criterion concerned the extent to which differences among categories were clear.

Taking a lead from the literature this researcher constructed a system for data classification. Using the interview guide and its check list, the transcript summaries, and interview notes subject responses were

transcribed in such a way so as to identify consistencies, inconsistencies, or patterns within themes or categories found in the research/interview data.

## CHAPTER IV

### PRESENTATION OF DATA

This chapter describes the findings and analysis of data collected from two samples of new vocational technical teachers from throughout the Commonwealth of Massachusetts. The two samples were new teachers who had participated in the new Instructor's Tool Kit Project and those who had not participated. One set of data is from questionnaire responses and one set from structured interviews. A separate analysis was conducted for each sample as well as a composite for the total sample.

#### Data Collected From the Questionnaire

The questionnaire was made up of four sections. Part I contained eight questions designed to gather general information about the respondent's current teaching status, preparation and support availability/access. Part II allowed the respondents to express their perception of the importance or unimportance of a list of 20 topics that relate to new teachers. Part III was a 5 choice Likert type scale designed to solicit perceptions about support services in general and individual perceptions of the first year of teaching. Finally, Part IV provided the respondents the opportunity to answer 4 open-ended questions that related to their perceptions and/or feelings during their first year of teaching.



The questionnaire was mailed to 184 new vocational technical teachers. Eighty-eight were tool kit project participants and 96 were not. Table I, page 113, describes the questionnaire response data.

Table 1  
Questionnaire Response Data

	Number Mailed	Number Returned	Percent Returned
New Instructor's Tool Kit Participants	88	59	67
Non Participants	96	57	60
Total	184	116	64

All 116 respondents completed Parts I, II, and III of the questionnaire and 106 (91%) took the time to respond to the open-ended questions.

Tabular and summary data will be presented for all 4 parts of the questionnaire. It will be presented for each of the 2 teacher samples described earlier as well as a combined response for the entire study population.

#### Demographics

Table 2, Page 114, provides demographic data on the population of new vocational technical teachers that responded to the questionnaire.

Table 2  
Demographic Data

Question/Response Choices	Tool Kit Participants N=59		Non Tool Kit Participants N=57		Combined N=116	
	#	%	#	%	#	%
1. My current employment status is:						
Teaching at the same school I started with.	46	7.8	43	75.4	89	76.7
Teaching at a different school than where I started.	5	8.5	9	15.8	14	12.1
No longer teaching.	8	13.6	5	8.8	13	11.2
2. I have completed: (check one if still teaching)						
One year of teaching.	21	35.6	16	28.1	37	31.9
Two years of teaching.	13	22.0	19	33.3	32	27.6
Three or more years of teaching.	25	42.4	22	38.6	47	40.5
3. I am currently employed at: (check one)						
Regional Vocational Technical School	41	70.7	31	54.4	72	62.6
Independent (city) Vocational School	5	8.6	7	12.3	12	10.4
Comprehensive High School	6	10.3	8	14.0	14	12.2
County Agricultural School	0		0		0	
Other (please specify) _____	6	10.3	11	19.3	17	14.8
4. Division of Occupational Education approval						
No approval	5	8.5	10	17.5	15	12.9
Temporary provisional approval	31	52.5	39	68.4	70	60.3
Provisional approval	18	30.5	7	12.3	25	21.6
Full approval	5	8.5	1	1.8	6	5.2
5. Prior to my first year of teaching I participated in:						
The New Instructor's Tool Kit Workshop	47	79.7	4	7.1	51	44.3
Orientation provided for all new teachers by my school	25	42.4	14	25.0	39	33.9
No formal orientation	8	13.6	40	71.4	48	41.7
6. At the present time I have successfully completed the following:						
Written competency examination in my trade area	49	83.0	40	70.2	89	76.8
Practical competency examination in my trade area	51	86.4	36	63.2	87	75.0

Continued, next page

Table 2 (cont.)

Question/Response Choices	Tool Kit Participants N=59		Non Tool Kit Participants N=57		Combined N=116	
	#	%	#	%	#	%
7. At the present time I have successfully completed the following:						
Fundamentals of Vocational Education	52	88.1	41	71.9	93	80.2
Management of the Vocational Environment	45	77.6	37	64.9	82	71.3
Teaching Methods In Vocational Education	50	84.7	40	70.2	90	77.6
Curriculum Development in Occupational Education	41	69.5	37	64.9	78	67.2
Supervised Teaching	31	52.5	22	38.6	53	45.7
Please check the level of influence of each course taken:						
Fundamentals of Vocational Education						
No Value	4	7.8	2	4.9	6	6.5
Some Value	32	62.7	23	56.1	55	59.8
Excellent Value	15	29.4	16	39.0	31	33.7
Management of the Vocational Environment						
No Value	4	9.1	1	2.7	5	6.2
Some Value	19	43.2	20	54.1	39	48.1
Excellent Value	21	47.7	16	43.2	37	45.7
Teaching Methods In Vocational Education						
No Value	2	4.2	2	5.1	4	4.6
Some Value	14	29.2	16	41.0	30	34.5
Excellent Value	32	66.7	21	53.8	53	60.9
Curriculum Development in Occupational Education						
No Value	1	2.6	4	10.8	5	6.6
Some Value	18	46.2	14	37.8	32	42.1
Excellent Value	20	51.3	19	51.4	39	51.3
Supervised Teaching						
No Value	5	17.2	7	31.8	12	23.5
Some Value	14	48.3	9	40.9	23	45.1
Excellent Value	10	34.5	6	27.3	16	31.4

Eighty-nine of the 116 respondents reported that they were teaching at the same school they started with. About an equal number, 14 and 13 respectively, either changed teaching jobs or left the teaching profession. Given that the subject pool represented teachers hired within the past three years, it was not surprising that the experience level was fairly evenly distributed. The fact that the highest percentage was three or more years was because some of the "new" vocational technical teachers had prior teaching experience in non-Chapter 74 approved programs.

Seventy-two respondents (72%) indicated that they were teaching at regional vocational technical schools. Because this percentage seemed high, the researcher conducted an analysis of all current Chapter 74 approved programs on a statewide basis. The analysis revealed that only 55% of the approved programs were conducted at regional vocational technical schools. The fact that regional vocational technical schools are the newest vocational schools in the state may partially explain the higher teacher hiring activity. A second reason may be the fact that programs tend to be larger with more teachers per shop. The 17 "other" responses represented the 13 respondents no longer teaching plus individuals from Smith School, the Job Corp and Private Schools.



The teacher approval status of the respondents represented significant data for the study. Only 6 of the 116 respondents or 5% indicated they had full approval from the Division of Occupational Education when they started teaching. More significant was the fact that 85 respondents or 75% started teaching with either no approval or a temporary provisional approval. In either case the new teacher would not have had any significant teacher training prior to starting as a teacher.

It was interesting to the researcher that although the tool kit participant pool numbered 59, only 51 indicated that they had participated in the New Instructors Tool Kit Workshop. However, from the same question 42% of the new teachers indicated that they had no formal orientation prior to their first year of teaching.

Approximately 75% of the respondents had successfully completed the written and practical competency examination. Data on the extent of participation in the teacher training courses followed the recommended sequence for taking the courses. A large majority of the respondents indicated they found value in the teacher training courses. An average of only 6% expressed a feeling of no value in the 4 on campus courses offered, but a significantly higher 24% expressed a perception of no value for supervised teaching.

For question number 8 of Part I the respondents were asked to respond to the extent in which they participated in, or utilized 10 identified support services/activities. Table 3, page 119, describes the respondents response to this question.

Contrary to a prior question about orientation, 57 respondents (49%) indicated that they had never received an orientation at their school. An even higher percentage (67%) indicated that they had never participated in any support group activities with other new teachers.

The respondents were given 3 opportunities to respond to workshop activities/opportunities. It was somewhat surprising that 67 respondents indicated participation in the new instructor's tool kit workshop when only 59 actually had. It was obvious to the researcher that the tool kit project was not clearly defined in the minds of some respondents. As for local inservice workshops, the responses seemed to reflect current trends for increased teacher inservice training. Almost 60% indicated either occasional or often inservice programs, but on the negative side 27% said they never had a local inservice program. Department of Education sponsored workshops were not well attended by the new teachers. Fifty percent never attended while only two respondents indicated they attended DOE workshops often.

Table 3  
Participation in Support Services

Question/Response Choices	Tool Kit Participants N=59		Non Tool Kit Participants N=57		Combined N=116	
	#	%	#	%	#	%
8. Please indicate the extent to which you have participated in or utilized each of the support services listed.						
A. Orientation provided for all new teachers in my school						
Never	23	39.0	34	59.6	57	49.1
Once	24	40.7	10	17.5	34	29.3
Occasionally	8	13.6	12	21.1	20	17.2
Often	4	6.8	1	1.8	5	4.3
B. The New Instructor's Tool Kit workshop						
Never	3	5.1	44	80.0	47	41.2
Once	37	62.7	5	9.1	42	36.8
Occasionally	13	22.0	3	5.5	16	14.0
Often	6	10.2	3	5.5	9	7.9
C. A support group with other new teachers						
Never	40	69.0	36	65.5	76	67.3
Once	8	13.8	7	12.7	15	13.3
Occasionally	7	12.1	11	20.0	18	15.9
Often	3	5.2	1	1.8	4	3.5
D. Local inservice workshops						
Never	12	20.7	19	34.5	31	27.4
Once	10	17.2	5	9.1	15	13.3
Occasionally	20	34.5	26	47.3	46	40.7
Often	16	27.6	5	9.1	21	18.6
E. Department of Education workshops						
Never	32	58.2	33	60.0	65	59.1
Once	13	23.6	10	18.2	23	20.9
Occasionally	9	16.4	11	20.0	20	18.2
Often	1	1.8	1	1.8	2	1.8

Continued, next page

Table 3 (cont.)

Question/Response Choices	Tool Kit Participants N=59		Non Tool Kit Participants N=57		Combined N=116	
	#	%	#	%	#	%
F. Massachusetts Vocational Curriculum Resource Center						
Never	20	35.1	24	44.4	44	39.6
Once	14	24.6	11	20.4	25	22.5
Occasionally	14	24.6	14	25.9	28	25.2
Often	9	15.8	5	9.3	14	12.6
G. Professional development conference at Westfield State College						
Never	47	82.5	40	74.1	87	78.4
Once	7	12.3	12	22.2	19	17.1
Occasionally	1	1.8	2	3.7	3	2.7
Often	2	3.5	0	0	2	1.8
H. Massachusetts Vocational Association Conference						
Never	53	91.4	47	83.9	100	87.7
Once	1	1.7	9	16.1	10	8.8
Occasionally	3	5.2	0	0	3	2.6
Often	1	1.7	0	0	1	.9
I. A mentor/buddy/peer/support teacher relationship						
Never	16	28.6	13	23.2	29	25.9
Once	0	0	2	3.6	2	1.8
Occasionally	5	8.9	15	26.8	20	17.9
Often	35	62.5	26	46.4	61	54.5
J. Professional improvement within trade area						
Never	11	19.0	15	26.8	26	22.8
Once	5	8.6	6	10.7	11	9.6
Occasionally	13	22.4	13	23.2	26	22.8
Often	29	50.0	22	39.3	51	44.7



Although 40% of the respondents indicated that they never utilized the Massachusetts Vocational Curriculum Resource Center, 23% used it once, 24% occasionally and 12% often.

Both the Professional Development Conference at Westfield State College and the Annual Massachusetts Vocational Association Conference were poorly supported by the study respondents. Seventy-eight percent never attended the professional development conference while 87% never attended the Massachusetts Vocational Association conference.

A large percentage indicated participation in some form of a mentor/buddy/peer/support teacher relationship. Fifty-five percent indicated often, while 18% occasionally. However, on the negative side 26% of the respondents indicated that they never had a support teacher relationship.

Although not required of provisionally approved teachers, 67% of the respondents indicated participation in professional improvement. It was not clear from the data if the activity was related to trade or pedagogy.

#### Perception of Importance of New Teacher Topics

Table 4, Page 123 presents the multiple response frequencies for each of the 20 topics from which the respondents had to choose the 5 most important and 5 least important to them as first year teachers. The SPSS

Table 4

## Perception of Importance of New Teacher Topics

Question/Response Choices	Tool Kit Participants N=59		Non Tool Kit Participants N=57		Combined N=116	
	#	%	#	%	#	%
The purpose of PART II is to allow you to express your perception of the importance or unimportance of a list of 20 topics number 1-20, that relate to first year teachers.						
1. Working with diverse student populations						
Most Important	13	22.0	9	15.4	22	19.3
Least Important	15	26.3	18	34.0	33	30.0
2. Recordkeeping						
Most Important	15	25.4	6	10.9	21	18.4
Least Important	12	21.1	10	18.9	22	20.0
3. Vocational teacher approval						
Most Important	14	27.3	7	12.7	21	18.4
Least Important	14	24.6	11	20.8	25	22.7
4. Evaluating (grading) student progress						
Most Important	21	35.6	12	21.8	33	28.9
Least Important	3	5.3	4	7.5	7	6.4
5. Curriculum development						
Most Important	24	40.7	32	58.2	56	49.1
Least Important	3	5.3	3	5.7	6	5.5
6. Developing a unit of instruction						
Most Important	15	25.4	14	25.5	29	25.4
Least Important	4	7.0	5	9.4	9	8.2
7. Public relations						
Most Important	6	10.2	4	7.3	10	8.8
Least Important	23	40.4	25	47.2	48	43.6
8. Developing a lesson plan						
Most Important	20	33.9	24	43.6	44	38.6
Least Important	3	5.3	1	1.9	4	3.6

Continued, next page

Table 4 (cont.)

Question/Response Choices	Tool Kit Participants N=59		Non Tool Kit Participants N=57		Combined N=116	
	#	%	#	%	#	%
9. Developing instructional materials						
Most Important	27	45.8	25	45.5	52	45.6
Least Important	2	3.5	2	3.8	4	3.6
10. Budgeting						
Most Important	2	3.4	9	16.4	11	9.6
Least Important	32	56.1	21	39.6	53	48.2
11. Teaching methods						
Most Important	35	59.3	30	54.5	65	57.0
Least Important	3	5.3	1	1.9	4	3.6
12. Equity in vocational technical education						
Most Important	2	3.4	7	12.7	9	7.9
Least Important	22	38.6	9	17.0	31	28.2
13. Discipline						
Most Important	41	69.5	33	60.0	74	64.9
Least Important	2	3.5	6	11.3	8	7.3
14. Student organizations						
Most Important	1	1.7	1	1.8	2	1.8
Least Important	29	50.9	20	37.7	49	44.5
15. Safety						
Most Important	34	57.6	33	60.0	67	58.8
Least Important	2	3.5	4	7.5	6	5.5
16. Laws and regulations						
Most Important	10	16.9	8	14.5	18	15.8
Least Important	10	17.5	14	26.4	24	21.8
17. Teacher unions						
Most Important	0	0	2	3.6	2	1.8
Least Important	36	63.2	39	73.6	75	68.2
18. Advisory Committee participation						
Most Important	8	13.6	10	18.2	18	15.8
Least Important	15	26.3	15	28.3	30	27.3

Continued, next page

Table 4 (cont.)

Question/Response Choices	Tool Kit Participants N=59		Non Tool Kit Participants N=57		Combined N=116	
	#	%	#	%	#	%
19.Student rights and responsibilities						
Most Important	2	3.4	3	5.5	5	4.4
Least Important	8	14.0	14	26.4	22	20.0
20.Health Insurance						
Most Important	4	6.8	2	3.6	6	5.3
Least Important	33	57.9	30	56.6	63	57.3
21.Other						
Most Important	0	0	2	3.6	2	1.8
Least Important	0	0	0	0	0	0



program allowed for analysis of responses by both tool kit and non tool kit populations and the ranking of topics from one to twenty. From this process the five most important topics for each population and the total group were identified. Table 5, page 126, shows the consistency of choice in that both groups picked the same five topics. The only difference was in the ranking from 1 to 5. Table 6, page 126, shows the 5 least important topics and again both populations selected the same 5 topics and again the only difference was in the ranking.

Using the multiple response frequency data it was possible to compile a ranking of all the topics and get a sense of priority of the middle ten topics not identified in tables 5 and 6. Table 7, page 127, ranks the most important topics in order of preference and table 8, page 128, the least important topics.

#### Perception of Support Services and First Year Teaching Experiences

Table 9, page 129, presents the results of questions 1-7 of the Likert type scale. These questions were designed to solicit new teacher perceptions about structured support services in general.

There was strong positive responses for items that focused on support for the new vocational technical teacher. Eighty-five percent either agreed or strongly agreed that a preservice workshop should be required for

Table 5

## Rank Order of Five Most Important Topics

TOOL KIT PARTICIPANTS	NON TOOL KIT PARTICIPANTS	COMBINED
1. DISCIPLINE	1. DISCIPLINE	1. DISCIPLINE
2. TEACHING METHODS	2. SAFETY	2. SAFETY
3. SAFETY	3. CURRICULUM DEVELOPMENT	3. TEACHING METHODS
4. DEVELOPING INSTRUCTIONAL MATERIALS	4. TEACHING METHODS	4. CURRICULUM DEVELOPMENT
5. CURRICULUM DEVELOPMENT	5. DEVELOPING INSTRUCTIONAL MATERIALS	5. DEVELOPING INSTRUCTIONAL MATERIALS

Table 6

## Rank Order of Five Least Important Topics

TOOL KIT PARTICIPANTS	NON TOOL KIT PARTICIPANTS	COMBINED
1. TEACHER UNIONS	1. TEACHER UNIONS	1. TEACHER UNIONS
2. HEALTH INSURANCE	2. HEALTH INSURANCE	2. HEALTH INSURANCE
3. BUDGETING	3. PUBLICATIONS	3. BUDGETING
4. STUDENT ORGANIZATIONS	4. BUDGETING	4. STUDENT ORGANIZATIONS
5. PUBLIC RELATIONS	5. STUDENT ORGANIZATIONS	5. PUBLIC RELATIONS

Table 7

Rank Order of Most Important Topics

1. DISCIPLINE
2. SAFETY
3. TEACHING METHODS
4. CURRICULUM DEVELOPMENT
5. DEVELOPING INSTRUCTIONAL MATERIALS
6. DEVELOPING A LESSON PLAN
7. EVALUATING STUDENTS
8. DEVELOPING A UNIT OF INSTRUCTION
9. WORKING WITH DIVERSE STUDENT POPULATIONS
10. RECORDKEEPING
10. VOCATIONAL TEACHER APPROVAL
12. ADVISORY COMMITTEE PARTICIPATION
12. LAWS AND REGULATIONS
14. BUDGETING
15. PUBLIC RELATIONS
16. EQUITY IN VOCATIONAL TECHNICAL EDUCATION
17. HEALTH INSURANCE
18. STUDENT RIGHTS AND RESPONSIBILITIES
19. TEACHER UNIONS
19. STUDENT ORGANIZATIONS
19. OTHER

Table 8

Rank Order of Least Important Topics

1. TEACHER UNIONS
2. HEALTH INSURANCE
3. BUDGETING
4. STUDENT ORGANIZATIONS
5. PUBLIC RELATIONS
6. WORKING WITH DIVERSE STUDENT POPULATIONS
7. EQUITY IN VOCATIONAL TECHNICAL EDUCATION
8. ADVISORY COMMITTEE PARTICIPATION
9. VOCATIONAL TEACHER APPROVAL
10. LAWS AND REGULATIONS
11. RECORDKEEPING
11. STUDENT RIGHTS AND RESPONSIBILITIES
13. DEVELOPING A UNIT OF INSTRUCTION
14. DISCIPLINE
15. EVALUATING STUDENTS
16. CURRICULUM DEVELOPMENT
16. SAFETY
18. DEVELOPING A LESSON PLAN
18. DEVELOPING INSTRUCTIONAL MATERIALS
18. TEACHING METHODS



Table 9  
Perceptions of Support Services

Question/Response Choices	Tool Kit Participants N=59		Non Tool Kit Participants N=57		Combined N=116	
	#	%	#	%	#	%
1. A preservice workshop should be required for all new vocational technical teachers prior to starting the first full year of teaching.						
Strongly Disagree	1	1.7	4	7.0	5	4.3
Disagree	2	3.4	6	10.5	8	6.9
Neutral	1	1.7	3	5.3	4	3.4
Agree	20	33.9	17	29.8	37	31.9
Strongly Agree	35	59.3	27	47.4	62	53.4
2. An experienced teacher (mentor, buddy teacher, support person) should be available for new teachers to go to for help during the first year of teaching.						
Strongly Disagree	0	0	1	1.8	1	.9
Disagree	0	0	0	0	0	0
Neutral	1	1.7	1	1.8	2	1.7
Agree	9	15.3	16	28.1	25	21.6
Strongly Agree	49	83.1	39	68.4	88	75.9
3. The State Department of Education should provide more help for new vocational technical teachers.						
Strongly Disagree	2	3.4	2	3.6	4	3.5
Disagree	1	1.7	1	1.8	2	1.7
Neutral	15	25.4	10	17.9	25	21.7
Agree	15	25.4	18	32.1	33	28.7
Strongly Agree	26	44.1	25	44.6	51	44.3
4. Required teacher approval courses are relevant and useful in my teaching.						
Strongly Disagree	2	3.6	0	0	2	2.0
Disagree	3	5.5	5	10.9	8	7.9
Neutral	11	29.0	8	17.4	19	18.8
Agree	26	47.3	22	47.8	48	47.5
Strongly Agree	13	23.6	11	23.9	24	23.8

Continued, next page

Table 9 (cont.)

Question/Response Choices	Tool Kit Participants N=59		Non Tool Kit Participants N=57		Combined N=116	
	#	%	#	%	#	%
5. As a new teacher I would have participated in a support group if one were available at a regional level.						
Strongly Disagree	1	1.7	2	3.5	3	2.6
Disagree	5	8.5	2	3.5	7	6.0
Neutral	16	27.1	19	33.3	35	30.2
Agree	24	40.7	25	43.9	49	42.2
Strongly Agree	13	22.0	9	15.9	22	19.0
6. The Massachusetts Curriculum Resource Center is a valuable resource for new teachers.						
Strongly Disagree	2	3.4	3	5.5	5	4.4
Disagree	1	1.7	2	3.6	3	2.7
Neutral	17	29.3	19	34.5	36	31.9
Agree	19	32.8	16	29.1	35	31.0
Strongly Agree	19	32.8	15	27.3	34	30.1

all new vocational technical teachers prior to starting the first year of teaching. Ninety-seven percent supported the concept that a mentor type program be available for new teachers during their first year of teaching.

To a lesser degree, but yet still very convincingly, 73% of the respondents indicated that the state department of education should provide more help to new teachers. Sixty-one percent also indicated that they would participate in a new teacher support group if it was available at a regional level.

Seventy percent of the respondents indicated that required teacher approval courses taken were relevant and useful. This data was consistent with the results of a similar question in Part I.

Sixty-one percent of the respondents acknowledged the Massachusetts Vocational Curriculum Resource Center as a valuable resource for new teachers.

Data on the remainder of the Part III questions may be found in table 10, page 132. These questions focused on the individual teacher's perception of his or her first year of teaching. In only 3 questions did the new teacher responses spread fairly evenly over the full response scale, thus giving no clear signal of agreement or disagreement. The three questions focused on experiencing isolation, poor morale and parental support.

Table 10  
Perceptions of First Year Teaching Experiences

Question/Response Choices	Tool Kit Participants N=59		Non Tool Kit Participants N=57		Combined N=116	
	#	%	#	%	#	%
During my first year of teaching I experienced the following in my teaching assignment:						
7. Frustration						
Strongly Disagree	4	6.8	6	8.9	9	7.8
Disagree	6	10.2	7	12.5	13	11.3
Neutral	7	11.9	6	10.7	13	11.3
Agree	21	35.6	28	50.0	49	42.6
Strongly Agree	21	35.6	10	17.9	31	27.0
8. Support from other teachers						
Strongly Disagree	2	3.4	3	5.4	5	4.3
Disagree	0	0	7	12.5	7	6.1
Neutral	9	15.3	8	12.5	17	14.8
Agree	34	57.6	27	48.2	61	53.0
Strongly Agree	14	23.7	11	19.6	25	21.7
9. Isolation						
Strongly Disagree	9	15.3	6	10.5	15	12.9
Disagree	18	30.5	17	29.8	35	30.2
Neutral	11	18.6	13	22.8	24	20.7
Agree	14	23.7	17	29.8	31	26.7
Strongly Agree	7	11.9	4	7.0	11	19.5
10. Satisfaction with my working conditions						
Strongly Disagree	5	8.5	8	14.0	13	11.2
Disagree	7	11.9	13	22.8	20	17.2
Neutral	8	13.6	8	14.0	16	13.8
Agree	29	49.2	22	38.6	51	44.0
Strongly Agree	10	16.9	6	10.5	16	13.8
11. Poor morale						
Strongly Disagree	4	6.8	6	10.5	10	8.6
Disagree	19	32.2	11	19.3	30	25.9
Neutral	11	18.6	14	24.6	25	21.6
Agree	14	23.7	21	36.8	35	30.2
Strongly Agree	11	18.6	5	8.8	16	13.8

Continued, next page



Table 10 (cont.)

Question/Response Choices	Tool Kit Participants N=59		Non Tool Kit Participants N=57		Combined N=116	
	#	%	#	%	#	%
12. Satisfaction with student progress						
Strongly Disagree	3	5.1	2	3.5	5	4.3
Disagree	10	16.9	14	24.6	24	20.7
Neutral	11	18.6	10	17.5	21	18.1
Agree	30	50.8	23	40.4	53	45.7
Strongly Agree	5	8.5	8	14.0	13	11.2
13. Administrative support						
Strongly Disagree	5	8.5	10	17.5	15	12.9
Disagree	6	10.2	7	12.3	13	11.2
Neutral	11	18.6	14	24.6	25	21.6
Agree	27	45.8	21	36.8	48	41.4
Strongly Agree	10	16.9	5	8.8	15	12.9
14. Discipline problems						
Strongly Disagree	2	3.4	2	3.5	4	3.5
Disagree	9	15.5	8	14.0	17	14.8
Neutral	13	22.4	14	24.6	27	23.5
Agree	19	32.8	23	40.4	42	36.5
Strongly Agree	15	25.9	10	17.5	25	21.7
15. Positive evaluation of my teaching						
Strongly Disagree	1	1.7	3	5.3	4	3.4
Disagree	5	8.5	2	3.5	7	6.0
Neutral	8	13.6	7	12.3	15	12.9
Agree	23	39.0	32	56.1	55	47.4
Strongly Agree	22	37.3	13	22.8	35	30.2
16. Parental support						
Strongly Disagree	5	8.6	10	17.5	15	13.0
Disagree	18	31.0	16	28.1	34	29.6
Neutral	22	37.9	20	35.1	42	36.5
Agree	11	19.0	10	17.5	21	18.3
Strongly Agree	2	3.4	1	1.8	3	2.6

Continued, next page

Table 10 (cont.)

Question/Response Choices	Tool Kit Participants N=59		Non Tool Kit Participants N=57		Combined N=116	
	#	%	#	%	#	%
17. Acceptance as a professional						
Strongly Disagree	1	1.7	3	5.3	4	3.4
Disagree	3	5.1	2	3.5	5	4.3
Neutral	10	16.9	20	35.1	30	25.9
Agree	36	61.0	27	47.4	63	54.3
Strongly Agree	9	15.3	5	8.8	14	12.1
18. Surprise at the amount of work teaching required						
Strongly Disagree	2	3.4	0	0	2	1.7
Disagree	4	6.8	12	21.1	16	13.8
Neutral	5	8.5	6	10.5	11	9.5
Agree	16	27.1	24	42.1	40	34.5
Strongly Agree	32	54.2	15	26.3	47	40.5
19. Shock at student behavior						
Strongly Disagree	5	8.5	1	1.8	6	5.2
Disagree	11	18.6	13	22.8	24	20.7
Neutral	11	18.6	12	21.1	23	19.8
Agree	10	16.9	20	35.1	30	25.9
Strongly Agree	22	37.3	11	19.3	33	28.4
20. A desire to return to my trade						
Strongly Disagree	17	28.8	14	24.6	31	26.7
Disagree	12	20.3	13	22.8	25	21.6
Neutral	11	18.6	14	24.6	25	21.6
Agree	10	16.9	10	17.5	20	17.2
Strongly Agree	9	15.3	6	10.5	15	12.9

More conclusively, however, 75% of the respondents experienced support from other teachers and 54% from their administrators. Fifty-eight percent were satisfied with their working conditions and 57% were satisfied with student progress. Sixty-six percent felt accepted as a professional and a strong 77% received positive evaluations of their teaching.

On the negative side 70% of the respondents experienced frustration during their first year. Fifty-four percent indicated that they were shocked at student behavior and 58% experienced discipline problems.

Seventy-five percent expressed surprise at the amount of work teaching required and 30% indicated they entertained a desire to return to the trade.

#### Responses to Open Ended Questions

The responses to the 4 open-ended questions in Part IV were reviewed by the researcher and coded as described in Chapter III utilizing a response code (appendix F) table 11, page 136, summarizes by response code the respondents written responses to the questions. A selected sample of typical new teacher responses may be found in appendix J. In an attempt to insure that the full flavor of written responses were included in appendix J only response duplications were eliminated.

Eighty percent of the respondents identified student related experiences as their most positive during their

Table 11  
Responses to Open-ended Questions

Question/Response Choices	Tool Kit Participants N=59		Non Tool Kit Participants N=57		Combined N=116	
	#	%	#	%	#	%
1. My most positive experience during my first year of teaching was:						
Student	35	63.6	38	79.2	73	70.9
Professional	17	30.9	9	18.8	26	25.2
Administrative	4	7.3	4	8.3	8	7.8
Operational	7	12.7	3	6.2	10	9.7
2. My most negative experience during my first year of teaching was:						
Student	24	43.6	18	40.0	41	41.0
Professional	11	20.0	13	28.9	24	24.0
Administrative	17	30.9	14	31.1	31	31.0
Operational	20	36.4	9	20.0	29	29.0
3. When I was in need of help I usually did the following:						
Other Teachers	36	70.6	30	75.0	66	72.5
Administrators	11	21.6	12	30.0	23	25.2
Supervisor/Coordinator	16	31.4	8	20.0	24	26.3
Professions	1	2.0	1	2.5	2	2.2
Material Resources/Tool Kit	2	3.9	0	0	2	2.2
Mentor	3	5.9	3	7.5	6	6.6
Other	0	0	0	0	0	0
4. The best way to support new vocational technical teachers is to:						
Other Teacher/Support Group	9	18.0	9	25.0	18	20.9
Administrators	6	12.0	8	22.2	14	16.3
Professions	12	24.0	3	8.3	15	17.4
Material Resources/Tool Kit	9	18.0	2	5.5	11	12.8
Mentors	15	30.0	10	27.8	25	29.1
Orientation/Induction Program	32	64.0	19	52.8	51	59.3
Other	0	0	0	0	0	0



first year of teaching. Twenty-five percent expressed that positive professional relationships with other teachers, mentors, or non administrative personnel were their positive experiences. Less than 10% indicated a positive experience with an administrator or the operational structure of the school as being their most positive experience.

Response to the question about their most negative experienced produced a much broader range of topics/experiences. Again the student oriented experience was the most frequent choice, in that 41% of the new teachers cited negative experiences with students. Typical examples were language, behavior, attitude, substance abuse, truancy and basic skills knowledge. Thirty-one percent cited negative experiences with the administrative function of their schools. This most often translated into lack of administrative support, a lack of concern for the needs of the new teacher and bureaucratic politics. The operational structure of the school was cited by 30% of the respondents. This subject area included the general schedule and operational functioning of the school and the lack of any orientation or inservice training to help the new teacher understand the system. Finally 24% expressed a real concern with the attitudes and professionalism of some of their teacher colleagues. To some extent the respondents may have been

reacting to teacher burn-out. There are citations of incompetence, jealousy, salary inequity, and union issues.

When it came to the question about seeking help 73% of the new teachers said they went to other teachers for help. About 26% went to their supervisor/coordinator and 25% chose to go to their administrator. Only 2 respondents mentioned the professions or the tool kit as a source of help. It would also appear that there are very few structured mentoring programs currently in operation. The researcher reached this conclusion because the data showed that only 5 respondents mentioned such a program.

The new teachers provided much data on the issue of how to support new vocational technical teachers. Sixty percent stated the need for orientation/induction programs for new teachers. Twenty-nine percent suggested various forms of mentoring and 21% supported the concept of a support group with other new teachers. Others (17%) suggested that the professions such as colleges and the university should be more involved, while still others (16%) feel that administrators should be more active in new teacher support. Finally a rather sparse 13% focused on material resources such as are found in the new instructor's tool kit.

#### Data Collected From Selected Interviews

As stated in Chapter III the purpose of the selected interviews was to gain expanded insight into many of the

questions/issues addressed in the questionnaire, with a particular focus on the 4 open-ended questions in Part IV. In addition to the questions from Part IV the interview guide for the study included two additional questions. They were structured in such a way so as to allow the respondents to discuss their particular school and its initiatives to support new teachers. The information is presented in the body of this chapter as coded responses. Relevant quotations taken during the interviews are reported in appendix .

### The Subjects

Employing the selection criteria outlined in Chapter III the researcher carefully screened the total pool of new vocational technical teachers for subjects to be included in the interview phase of the study. Table 12, page 140, describes the make-up of the subjects selected for in-depth interviews.

### Response Coding

The researcher utilized an interview guide employing a coding system similar to that used for the open-ended questions of the questionnaire. The intent of this strategy was to allow for collapsing of lengthy interviews into manageable data, and cross tabulation with questionnaire data. Table 13, page 141 summarizes the respondents coded responses to the interview questions.



Table 12  
Description of Interview Subjects

Respondent Number	Tool Kit Year	DOE Region	Type Of School	Type Of Community	Trade Area
1	1986	6	Reg.Voc.	Rural	Carpentry
2	1988	6	Comp.H.S.	Urban	Auto
3	1987	4	Reg.Voc.	Suburban	Auto
4	NA	5	Ind.Voc.	Suburban	Health
5	NA	5	City Voc.	Urban	Health
6	NA	1	Reg.Voc.	Suburban	Foods

### Summary of Coded Responses

Given the nature of qualitative research it was difficult for the researcher to completely present the flavor of the interviews with a table of coded responses. What table 13 did do, however, was allow the researcher to look for recurring patterns for each question asked. It was from this process that it was possible to summarize and discuss responses to the six questions asked of all the subjects.

Tell Me How You Feel About Your School ? All of the respondents expressed a feeling of average to super about the general quality, students, and administrative support at their respective schools. They all seemed to be pleased to be working at their respective schools.



Table 13  
Interview Responses

Question/Response Choices	Tool Kit Participants N=3	Non Tool Kit Participants N=3	Combined N=6
1. Tell me how you feel about your school*			
1. General quality			
Super	0	2	2
Average	3	1	4
Inadequate			
2. Students			
Super	1	1	2
Average	2	2	4
Inadequate			
3. Administrative support			
Super	1	2	3
Average	2	1	3
Inadequate			
4. Professional staff			
Super	1	1	2
Average	0	1	1
Inadequate	2	0	2
2. How does your school support new teachers?			
1. Operational programs			
Super	1	0	1
Average			
Inadequate	2	2	4
2. Administratively			
Super	1	0	1
Average	2	0	2
Inadequate	0	2	2
3. Peer/Other teachers			
Super	0	1	1
Average	1		1
Inadequate	1	2	3
4. Assigned Mentors			
Super	1	0	1
Average			
Inadequate	1	3	4

Continued, next page

Table 13 (cont.)

Question/Response Choices	Tool Kit Participants N=3	Non Tool Kit Participants N=3	Combined N=6
3. What kind of experiences during your first year of teaching made you feel good?			
1. Student	3	3	6
2. Professional			
3. Administrative	1	0	1
4. Operational			
5. Other			
4. What kind of experiences during your first year of teaching made you feel bad?			
1. Student	2	2	4
2. Professional	1	0	1
3. Administrative	1	1	2
4. Operational	1	0	1
5. Other			
5. When you felt you needed help what did you do or where did you go?			
1. Other teachers	3	3	6
2. Department head/Coordinator	1	1	2
3. Administrators	1	0	1
4. Professions	1	0	1
5. Material resources	1	1	2
6. Other			
6. If you were asked about the best way to support/help new teachers what would you suggest?			
1. Other teachers	1	1	2
2. Administrators	1	0	1
3. Professionsors	1	0	1
4. Material resources/tool kit	3	1	4
5. Mentor resources	2	3	5
6. Orientation/Induction program	2	2	4
7. Other - schedule modification	1	0	1
follow-up meetings/evaluation	1	0	1

As one might suspect much of the interview conversation focused on students. Clearly all of the respondents found much joy and anguish in dealing with today's students. Students were perceived as a double edge sword, and the ability to deal with both edges was a source of frustration for many new teachers.

On the negative side of the question was a concern expressed by two respondents relative to negative attitudes on the part of some experienced teachers. However, in each of the six interviews there was a reference to negative attitudes on the part of some experienced teachers and it was transmitted as a source of surprise and disappointment by the respondents.

How Does Your School Support New Teachers? Only one of the respondents described a structured operational support program for new teachers. In addition to sending new teachers to the New Instructor's Tool Kit workshop this school followed it up with a local orientation workshop. In addition there was early and frequent supervision and released time to participate in a regional support group for new teachers.

For the remaining 5 respondents it was a different story. None could identify operational programs at their schools to support new teachers. Two of the new teachers started teaching after the school year had started and were literally given keys and told to teach.

The 3 tool kit participants expressed a positive response to administrative support for new teachers while the non participants expressed inadequate administrative support. Two of the tool kit participants expressed very positive peer/mentor support while the remainder of the respondents suggested they received little support from other teachers and that there was no assigned person to whom they could solicit help.

#### What First Year Experiences Made You Feel Good?

With the exception of one isolated case of a positive new teacher/administrator relationship, all respondents cited relationships or experiences with students as their "good" feeling. Making a difference with students was the most often mentioned positive experience.

#### What First Year Experiences Made You Feel Bad? As

indicated earlier teachers found much joy and anguish when it came to students. Therefore, it came as no surprise that 4 of the 6 respondents cited experiences with students as being "bad". Bad may really be the wrong word to describe what teachers expressed in response to this question. Shock and disappointment may be better descriptors. This reaction usually resulted from negative student values, performance, and behavior.

Another form of a perceived bad experience dealt with the ability to maintain discipline. In this regard 2 new teachers expressed negative feelings relative to



administrative, peer, and operational support in dealing with students.

Finally one respondent followed up on a negative issue cited in question 1 which dealt with negative attitudes on the part of some experienced teachers.

Where Did You Go For Help? All of the respondents indicated that they went to other teachers when they felt they needed help. It was quite clear that this was a comfortable non threatening route for the new teacher to follow. Two respondents expressed strong support for the Massachusetts Vocational Curriculum Resource Center. Finally, there were 3 passing references to department heads and administrators as secondary sources for help. They were quick to point out that this source was primarily for administrative type issues and not for personal pedagogical needs.

The Best Way To Support New Teachers. This questions prompted the most discussion and generated a broad range of excellent suggestions on how to support new vocational technical teachers. Five respondents strongly recommended that peer teachers/mentors be assigned to work with new teachers.

Four respondents suggested the need for structured orientation/induction programs. Participants in the New Instructor's Tool Kit Project stated: "with no follow-up it died."

As indicated earlier, material resources such as are found at the Massachusetts Vocational Curriculum Resource Center and the New Instructor's Tool Kit were considered very helpful by 4 of the new teachers. However, they were quick to observe, when used in isolation they were much less effective than when used in conjunction with other support services.

It was observed by two respondents that the new teacher's schedule can be a very critical factor impacting on success. It was suggested that a schedule that produces a work overload or teacher isolation is undesirable and threatens the prospects for a successful teaching experience.

## CHAPTER V

### DISCUSSION AND RECOMMENDATIONS

#### Discussion

The primary purpose of this study was to focus on the scope and impact of structured support services on new vocational technical teachers throughout Massachusetts. These services included aspects of preservice and inservice professional development activities. The research observed the manner in which support services were provided on a statewide basis. It identified the service providers and their roles in delivering services.

The New Instructor's Tool Project, a statewide preservice initiative sponsored by the Division of Occupational Education, served as a vehicle of inquiry. The participants in the tool kit project for the past 3 years constituted one group of subjects for the study, and a group of nonparticipants identified by the Division of Occupational Education made up the second part of the sample.

Three research questions were posed to assess the scope and impact of selected support services on new vocational technical teachers. The fourth research question focused on the 2 study subsamples and attempted to determine if there was any significant difference in their perceptions of the first year of teaching.

## Support Services For New Vocational Technical Teachers

Neither the questionnaire nor the structured interviews presented data that would support the notion that there was extensive structured support provided for new vocational technical teachers by local school systems in Massachusetts.

In Part I of the questionnaire 10 support services were identified so that respondents could indicate the extent to which they participated in or utilized each service. Half of the identified support services represented local school system initiatives while the remainder would be considered broader based activities. In addition, all 4 open-ended questions offered the respondents the opportunity to discuss new teacher support from 4 different perspectives. In a similar manner the structured interviews provided a comparable opportunity for 6 selected subjects to respond to the subject of support for new teachers.

In looking at the locally initiated support initiatives it seemed significant to the researcher that half the study population never had a new teacher orientation and 29 percent experienced it only once. This piece of data translated into a perception by many teachers that administrators assume that the skilled trade practitioner is also a skilled teacher who needs little direction. One teacher observed "you are thrown into the



water and if you can swim you may eventually become a teacher and if you can't you're in trouble." Another indicated that his orientation was being handed the keys and told "teach them what you know." The perception was very similar with two health professionals with considerable education/teacher training background. One stated "truthfully I don't know a whole lot about my school. Actually the only thing I know about the school is from lunchroom. I had no orientation! After a year I still don't know my way around the campus." The other respondent said: "when I started at my school I was told that there was an orientation program for new teachers, but I never saw or experienced it."

During a time when inservice training is highly recommended and supported by state and local resources it is hard to believe that 27 percent of the respondents never experienced a local inservice workshop, and that an additional 13 percent experienced only one. Surprisingly not a single reference was made to an inservice activity on either the open-ended questions or during the interviews.

As suggested in the review of literature the concept of mentoring may be interpreted very broadly by different segments of the educational community. The questionnaire did exactly that, in that it identified mentor/buddy/peer/support teacher relationship as a respondent choice.

Not surprisingly 55 percent of the respondents identified such support relationships often and 18 percent occasionally. When given the opportunity to discuss support/help in the open-ended questions a comparable 73 percent mentioned other teachers as a source of help, but only 6 respondents (6.6%) identified them as mentors. The remainder described many different, often very successful and unstructured support relationships. It was also observed that the arrangements often took place without any administrative knowledge or support. One respondent wrote:

I went to a teacher at my school. He became my mentor by default as I had no one to seek direction from. It is dedicated and ultra professional teachers such as this who hold Voc-Ed together. Without a teacher like this I would not have stayed in Voc-Ed.

During an interview another respondent stated:

When I first came to teaching it was a big change and I needed somebody to go to. The school had no formal support program, so based on a suggestion made in my teacher training class I latched on to an experienced teacher. It was good and he reinforced me a lot.

None of the interview subjects identified a structured mentor type program functioning in their respective schools.

When it came to the subject of peer support groups for new teachers the data revealed little such activity at the local level. Sixty-seven percent of the study

population never experienced the activity and another 13 percent once. Only once in both the open-ended questions and the interviews was there any reference to participating in a support group. During an interview a respondent said:

I think that the support group workshops last year worked out excellent because you had a lot of new teachers coming together and talking with people who are in the same situation as yourself. It makes you more comfortable and willing to share experiences.

This teacher was referring to a regional support group of 23 new vocational technical teachers which was sponsored by the Southeast Regional Education Center.

There was, however, many references by respondents as to the need for some type of new teacher support group activities. Tool kit participants suggested that a single day workshop was not adequate and that follow-up meetings should be scheduled for discussing issues/topics of concern to the new teacher. A participant said: "the New Teacher Workshop ("toolkit") was good, but I would have liked more follow-up meetings to discuss current problems." Another said: "workshops with shop teachers from other vocational schools. Very Important!"

The 3 support mechanisms discussed thus far are very interrelated in that they all require open communication to the new vocational technical teacher. In reviewing the data on these 3 support services it was apparent that



because many new teachers did not experience them their understanding of them was unclear.

The data suggested that the new teacher's access to material resources was mostly through broader based resources rather than the local school system. For those teachers who had the opportunity to take teacher training courses prior to teaching there was the opportunity to receive course materials plus the knowledge of where to access additional help.

Although the New Instructor's Tool Kit Project was available to all new vocational technical teachers in the state, less than half were afforded the opportunity by their respective administrators to participate in the preservice workshop and to receive a kit of resource materials. It is very apparent to the researcher that the failure to provide follow-up workshops or support groups for the tool kit participants has resulted in minimal use of the materials. There was a sense of embarrassment on the part of a tool kit participant when asked if he had used the tool kit materials in his teaching. He replied:

I looked the materials over right after the workshop and a couple of weeks later. I used them a little but not a whole lot. I don't know if that's the fault of the kit or me. After I started teaching I felt overwhelmed.

There was a general agreement by the tool kit participants interviewed that the kit contained an abundance of resource material.



The tool kit has so much useful information that it's hard to know what you want. You feel swamped. I think it could be pared down to include only materials you need to teach. A lot of the material such as history, Department of Education structure and some laws were really not necessary.

The fact that the tool kit contained information about the Massachusetts Vocational Curriculum Resource Center may explain why slightly more tool kit participants used the center as a resource. In addition, many teacher training classes in the eastern part of the state conduct field trips to the center for an orientation on its services. A total of 60 percent of the study population utilized the Massachusetts Vocational Curriculum Resource Center at least once during the first year of teaching. This high percentage of use plus several positive quotes about its resources and excellent service clearly establishes the center as a prime source of material resources. One teacher said: "my biggest help was the Curriculum Resource Center: it was a great thing for me: the people there were very helpful." Another wrote: "I used the Curriculum Resource every month. That was one of the few things I got out of the teacher training classes. We took a field trip to the center."

Three support mechanisms identified in the questionnaire received such a poor response by new teachers that a reassessment should be conducted to

determine their legitimacy as new teacher support resources. They were Department of Education workshops, the Professional Development Conference at Westfield State College and the Massachusetts Vocational Association Conference. It was not clear from the data whether these activities were perceived to be of little value or were not well promoted as a resource for new teachers.

#### Important Topics for New Vocational Technical Teachers

The data analysis and tables 4,5,6,7 and 8 presented in Chapter IV clearly define the important topics as perceived by the new vocational technical teacher. Not surprisingly the topics of prime importance were those that directly related to the teaching process. In addition to the five most important topics, for which there was general agreement among the respondents, the second five topics of the rank order were also teaching related.

It was significant to the researcher that the New Instructor's Tool Kit contained materials relating to all of the 10 most important topics identified by the new teachers. The study supports the topic recommendations made by the Tool Kit Advisory Committee and project staff almost 4 years ago. However, the rank ordering of the topics may now be used to refocus the emphasis of tool kit materials.

## The Application Of Selected Support Services

After reviewing the response data generated by the questionnaire the researcher set out to attempt to determine if the application of selected support services had any impact on a sense of isolation, morale, perceived discipline problems, and teacher retention. To accomplish this task the researcher structured a series of data cross tabulations between teacher participation in 6 selected support services and their current employment status, perception of isolation, frustration, morale and discipline problems. The selected support services were tool kit participation, new teacher reorientation, support group participation, local inservice workshops, the Massachusetts Vocational Curriculum Resource Center, and mentor/buddy/peer/support teacher relationships.

To address the question relating to teacher retention the researcher looked for higher incidences of lack of support for those respondents no longer teaching. Interestingly, there was no correlation between tool kit participation or new teacher orientation and the respondent who had left teaching. There was a significant correlation of never participating in support groups, inservice workshops, the Massachusetts Vocational Curriculum Resource Center and relationships with other teachers and no longer teaching.



There was no evidence that the lack of support services contributed to a sense of isolation or poor morale. This was not surprising however, since there was not a high percentage of respondents expressing a perception of isolation or poor morale. With respect to the perception of frustration the data was quite puzzling. Seventy percent of the respondents expressed a feeling of frustration during their first year of teaching but there was no correlation between that feeling and the lack of support services. There was in fact the suggestion that increased support through orientation, support groups, and relationships with other teachers increased the perception of frustration.

The New Instructor's Tool Kit participants expressed the same level of perceived discipline problems as did the nonparticipants. For the remainder of the cross tabulations there was a correlation between the level of support services and level of discipline problems. Those teachers who received limited support services tended to experience more discipline problems.

In an attempt to compare the data from the two samples that made up the study population the researcher established 10 percentage points as a significant difference between the groups' responses. A review was conducted on 119 pieces of data and in only 19 cases was there a differential of more than 10 percent.



An analysis of the discrepancies revealed that at least 10 percent more tool kit participants:

- \* Were from regional vocational technical schools;
- \* Started teaching with provisional for full approval;
- \* Engaged in professional development activities;
- \* Voiced stronger support for a required preservice workshop for all new vocational technical teachers;
- \* Received more support from other teachers;
- \* Were more satisfied with working conditions;
- \* Received more administrative support;
- \* Felt more accepted as a professional;
- \* Expresses surprise at the amount of work teaching required;
- \* Cited more professional experiences as being positive;
- \* Cited more operational experiences as being negative.

When compared with the vast amount of data that reflected little or no significant difference between the 2 study samples, the examples cited above failed to convince the researcher that tool kit participation had a significant impact on the data. The project was a single event that had negligible impact on the professional lives of its participants.

## Difficulties Experienced by New Vocational Technical Teachers

This study has enabled the researcher to take a comprehensive look at the preparation and induction of vocational technical teachers throughout Massachusetts. It has afforded the opportunity to solicit perceptions from new teachers representing the full range of vocational technical programs in urban, suburban, and rural settings and from many different types of secondary schools of all different sizes.

Entering the teaching profession is not easy for a practicing tradesperson. What was once considered a secure profession is no longer so; what was once considered a respected profession is now questionable; the value and need for vocational technical education is being challenged; and structured support for new teachers is not provided.

Many of the difficulties that the new vocational technical teacher will face during the first year of teaching are predetermined in Massachusetts. They are the result of a system that does not have an operational preservice teacher training program. The failure to fully prepare teachers before they start teaching establishes a fragile foundation which is further weakened by the failure of the educational system to introduce support programs that compensate for weaknesses.

A one day voluntary workshop the week before school starts is hardly adequate to make up for the absence of a teacher training program. If the local school system then fails to conduct a new teacher orientation the table is set for an at-risk teacher situation.

One of the interview subjects described a situation which clearly describes a less than desirable introduction to the teaching profession:

I came into teaching in mid-year and it was horrible! I had a terrible time! I had it very rough. There was no curriculum, I didn't understand the schedule, I didn't understand the discipline system; I didn't know which keys opened which doors and everything in the shop was locked. The kids knew more about the shop than I did. If someone had taken the time to get me started I would have been a lot better off. I was left alone in a shop for seven periods a day and I got mauled by the kids. In fact, I didn't even know how to use some of the machines in the shop.

This teacher ultimately made it as a teacher and is now considered a good teacher. He maintains that no new teacher should be subjected to this type of introduction to the profession. He strongly suggested that the Division of Occupational Education should be more forceful in its supervision of teacher training and new teacher induction.

The new teacher often feels the need for direction, but it doesn't appear that many schools have a structured process by which it can be easily accessed. A new teacher with two degrees, one a Master of Education revealed:



I didn't have very much direction. I basically went on a day-to-day basis. I would say to myself, "What do I have to do today?" I felt like a failure in that respect. It was hard, it was awful, but I like teaching and I love the students. It was worth it!

Another teacher stated:

It was horrible when I had no control in the classroom. I tried to go to veteran teachers but none of them were very helpful. It seems that in this school there aren't many new teachers who can share experiences, and the older teachers don't relate to new teacher problems, or don't want to. Frankly, they weren't much help. I would go home destroyed, but fortunately my wife is a teacher and there was mentoring help there.

The broad range of responses to the question of where the new teacher went for help clearly indicated to the researcher that it was most often an informal arrangement usually initiated by the new teacher.

Although large numbers of new teachers cited peer teachers as being helpful it was disturbing to the researcher that almost 25 percent of the respondents expressed a concern relative to the professionalism of some experienced teachers. The previous quote hinted at it but others were more direct. One respondent cited: "The negative attitudes of other teachers", another the experience of "having a fellow teacher in another trade talking behind my back, and expressing his doubts about the new teacher: without ever getting to know me or observe my class." Several respondents reported lack of support and also hostility on the part of senior teachers,



others stagnant teachers and still others teachers with outdated skills.

Probably the most common difficulties identified by the respondents were those that related to a wide variety of student issues. Quite often there was reference to negative social and moral attitudes and behavior. For teachers who had been out of school for some time (10 years or more) the culture shock was more evident. A teacher expressed a problem of "getting use to the language used by students, their low academic levels, and the stress of attempting to make students realize the importance of education." Another cited frustration in:

Coping with student behavioral problems in the shop and classroom. I found students attitudes dismayingly negative! Poor academic achievement, lack of study habits, terrible relationships between teachers and students, and between students and their peers, lack of self discipline, ethical behavior and negative perceptions of self and school.

These issues ultimately translated into discipline problems in the shop or classroom.

Discipline was perceived by both study samples as the most important topic for the new teacher to deal with. The data was further supported by extensive references to discipline related problems that led to negative experiences during the first year of teaching. The problems generally fell into two categories. Those that were the result of the instructional process and those

that were the result of outside of shop/school influences. In either case new teachers struggled for strategies that would assist them in addressing student discipline and improving the instructional process. One teacher cited "the complete lack of pre-teaching counseling to prepare me for discipline problems," another "my lack of knowledge to deal with discipline problems." Still another said: "not keeping my cool with kids. Not being able to fully develop a professional, yet down to earth gut feeling relationship with my students."

Many teachers expressed concern about out of school behavior patterns that affected school discipline, substance abuse, lack of parental support and peer relationships seemed to be the most common concerns. Many respondents expressed a sense of disappointment, frustration, and lack of administrative support in attempting to deal with discipline situations.

### Recommendations

The data gathered from this study clearly indicated that the new vocational technical teachers in Massachusetts feel a strong need for increased support throughout their teacher training and induction process. The researcher has carefully analyzed the study data and is now prepared to make recommendations to all parties responsible for the preparation, credentialing, and employment of new vocational technical teachers. Because

of its statutory responsibilities under MGL Chapter 74 for the approval of vocational technical teachers, the Division of Occupational Education is the appropriate agency to initially consider the study recommendations. Through the division it is then possible that recommendations may result in regulation changes or policy decisions that will impact on teacher training institutions and local school systems. In making recommendations the researcher has integrated research data and pertinent materials from the review of literature.

#### Preservice Teacher Training

Given the fact that 70% of new vocational technical teachers begin their teaching careers before they have any significant teacher training, steps should be taken to address the problem.

A structured mini course should be required as a condition of temporary approval and employment for all new vocational technical teachers with less than full approval as a vocational technical teacher. The Logos study had recommended a two week workshop in late August, and it is the feeling of the researcher that it should be considered as a minimum amount of time for such a workshop. The State of Ohio requires a more lengthy process that involves a four week summer workshop with structured follow-up after actual teaching begins. Other states such



as Arkansas require a professional development institute prior to beginning teaching or as soon afterward as scheduling permits. The latter provision would make sense in Massachusetts because there was evidence in the study that many new teachers are hired after the school year begins.

The mini course concept could easily be structured as an expansion of the New Instructor's Tool Kit Project. The Division of Occupational Education should be the catalyst in bringing together college/university professors, practicing practitioners, administrators, and supervisors as the workshop staff.

#### Orientation/Induction

The literature on new teacher induction is quick to point out that the preservice training, including student teaching, internships, and workshops fall short of fully preparing the new teacher for the real world of teaching. Add to this the fact that almost half the study respondents indicated they did not experience a new teacher orientation, and the stage was set for a strong recommendation that all school systems provide new teacher orientation and induction programs.

The program should be an on-going process and not a single event in September. Seifert (1985) cautioned that the activities missing in an effective induction program are usually those that should be carried on after the



Christmas holidays. Many excellent induction models may be found in the literature, and it is recommended that individuals responsible for this activity review and modify them to meet local needs. For large school systems it would make sense to assign induction responsibility to an individual to design and implement a system wide program. For small school systems collaboration in regional programs may be more effective.

#### Individual Teacher Support

The Logos study (1981) recommended that the first year teaching should be considered an internship year for provisionally approved teachers. It further recommended that a "master teacher" should be assigned as a resource person to each new teacher. The research data of this study clearly revealed that this recommendation has not been implemented, and that very few new teachers have an individual assigned to them as a support person. There were, however, many excellent examples of informal mentor, buddy, peer, and support teacher models currently operating in schools.

The researcher strongly recommends that the Division of Occupational Education identify these successful models for replication and provide incentives and/or mandates for their implementation. The Division should coordinate its initiatives with Department of Education certification provisions which include mentoring for new teachers.

## Inservice Training

It would appear from the research findings that there is a wide range of quantity and quality of inservice training for vocational technical teachers. Although recently there has been significant amounts of money available to local schools through the Commonwealth Inservice Institute it appears that its use has not had maximum impact.

It is the recommendation of this researcher that state leadership be provided to assist local schools in assessing teacher inservice needs, designing effective workshop strategies, identifying both material and personnel resources, and assessing participant outcomes. It would be further recommended that all vocational technical teachers should be required to attend a minimum of one half-day a month or its equivalent of teacher inservice training. This training should be focused on pedagogical skills and not professional improvement within the individual teacher's trade area.

In summary, the researcher would like to re-echo a basic recommendation made by the Logos report in 1981: that the vocational technical teacher is primarily a teacher and secondarily a tradesperson.

APPENDIX A  
FEEDBACK INSTRUMENT

FEEDBACK REQUEST

Thank you very much for taking the time to complete the new vocational technical teacher questionnaire. Since you are participating in a field test of the instrument, your feedback will be helpful in designing the final questionnaire.

1. Please circle any questions that are not clear to you and if possible explain why.
2. Did you feel the questionnaire was:
  - A. Too long \_\_\_\_\_
  - B. Too short \_\_\_\_\_
  - C. Just about right \_\_\_\_\_
3. As a new teacher did you relate to the questions/issues?
  - A. Yes \_\_\_\_\_
  - B. No \_\_\_\_\_
4. Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# APPENDIX B

## QUESTIONNAIRE FOR NEW VOCATIONAL TECHNICAL TEACHES

### QUESTIONNAIRE FOR NEW VOCATIONAL TECHNICAL TEACHERS

FALL 1989

#### PART I

Please provide some general information about yourself and your current teaching position.

1. My current employment status is: (check one)

- ☐ Teaching at the same school I started with.
- ☐ Teaching at a different school than where I started.
- ☐ No longer teaching.

2. I have completed: (check one if still teaching)

- ☐ One year of teaching.
- ☐ Two years of teaching.
- ☐ Three or more years of teaching.

3. I am currently employed at: (check one)

- ☐ Regional Vocational Technical School
- ☐ Independent (city) Vocational School
- ☐ Comprehensive High School
- ☐ County Agricultural School
- ☐ Other (please specify) \_\_\_\_\_

4. When I first began teaching vocational technical education I had the following approval from the Division of Occupational Education: (check one)

- ☐ No approval
- ☐ Temporary provisional approval (only application submitted)
- ☐ Provisional approval (written and practical exams passed)
- ☐ Full Approval

5. Prior to my first year of teaching I participated in: (check as many as apply)

- ☐ The New Instructor's Tool Kit workshop
- ☐ Orientation provided for all new teachers by my school
- ☐ No formal orientation

6. At the present time I have successfully completed the following: (check as many as apply)

- ☐ Written competency examination in my trade area
- ☐ Practical competency examination in my trade area

7. At the present time I have successfully completed the following teacher approval courses: (check as many as apply)

Please check the level of influence of each course taken:

NO VALUE	SOME VALUE	EXCELLENT VALUE
-------------	---------------	--------------------

- |   |       |       |       |
|---|-------|-------|-------|
| <input type="checkbox"/> Fundamentals of Vocational Education             | _____ | _____ | _____ |
| <input type="checkbox"/> Management of the Vocational Environment         | _____ | _____ | _____ |
| <input type="checkbox"/> Teaching Methods in Vocational Education         | _____ | _____ | _____ |
| <input type="checkbox"/> Curriculum Development in Occupational Education | _____ | _____ | _____ |
| <input type="checkbox"/> Supervised Teaching                              | _____ | _____ | _____ |



8. Please indicate the extent to which you have participated in or utilized each of the support services listed. Your response choices are: NEVER, ONCE, OCCASIONALLY (2 to 4 times), and OFTEN (5 or more times). Please check one response in each row.

	NEVER	ONCE	OCCASIONALLY	OFTEN
A. Orientation provided for all new teachers in my school	_____	_____	_____	_____
B. The New instructor's Tool Kit workshop	_____	_____	_____	_____
C. A support group with other new teachers	_____	_____	_____	_____
D. Local inservice workshops	_____	_____	_____	_____
E. Department of Education workshops	_____	_____	_____	_____
F. Massachusetts Vocational Curriculum Resource Center	_____	_____	_____	_____
G. Professional development conference at Westfield State College	_____	_____	_____	_____
H. Massachusetts Vocational Association Conference	_____	_____	_____	_____
I. A mentor/buddy/peer/support teacher relationship with an experienced teacher	_____	_____	_____	_____
J. Professional improvement within trade area	_____	_____	_____	_____

## PART II

The purpose of PART II is to allow you to express your perception of the importance or unimportance of a list of 20 topics, numbered 1 - 20, that relate to first year teachers. Please review the list and identify the 5 most important starting with the most important as number 1, second most important number 2, etc. through number 5. In a similar manner identify the least important as number 20, second least important number 19, etc. through number 16. If you feel we have omitted an important topic please identify it in the space other (21) and place it in the proper order.

1. Working with diverse student populations

2. Recordkeeping

3. Vocational teacher approval

4. Evaluating (grading) student progress

5. Curriculum development

6. Developing a unit of instruction

7. Public relations

8. Developing a lesson plan

9. Developing instructional materials

10. Budgeting

11. Teaching methods

12. Equity in vocational technical education

13. Discipline

14. Student organizations

15. Safety

16. Laws and regulations

17. Teacher unions

18. Advisory committee participation

19. Student rights and responsibilities

20. Health insurance

MOST IMPORTANT      LEAST IMPORTANT

1. \_\_\_\_\_ 20. \_\_\_\_\_

2. \_\_\_\_\_ 19. \_\_\_\_\_

3. \_\_\_\_\_ 18. \_\_\_\_\_

4. \_\_\_\_\_ 17. \_\_\_\_\_

5. \_\_\_\_\_ 16. \_\_\_\_\_

21. Other \_\_\_\_\_

### PART III

In PART III please indicate the extent to which you agree or disagree with each item. There are five possible responses: Strongly Disagree (SD), Disagree (D), Neutral or Undecided (N), Agree (A), Strongly Agree (SA). The following is an example:

A preservice workshop should be required for all new vocational technical teachers prior to starting the first full year of teaching. \_\_\_\_\_ SD D N A SA

In this example if you disagree with the statement circle SD or D. If you feel very strongly circle SD, and if your feelings are closer to neutral circle D. If you agree with the statement circle A or SA in a similar manner. If your feeling is neutral or undecided circle N.

Since there are no correct or incorrect responses to the statements, the best responses are those that accurately reflect your perceptions and/or feelings.

1. A preservice workshop should be required for all new vocational technical teachers prior to starting the first full year of teaching. \_\_\_\_\_ SD D N A SA
2. An experienced teacher (mentor, buddy teacher, support person) should be available for new teachers to go to for help during the first year of teaching. \_\_\_\_\_ SD D N A SA
3. The State Department of Education should provide more help for new vocational technical teachers. \_\_\_\_\_ SD D N A SA
4. Required teacher approval courses are relevant and useful in my teaching. (to be answered only if you have taken one or more courses) \_\_\_\_\_ SD D N A SA
5. As a new teacher I would have participated in a support group if one were available at a regional level. \_\_\_\_\_ SD D N A SA
6. The Massachusetts Curriculum Resource Center is a valuable resource for new teachers. \_\_\_\_\_ SD D N A SA

During my first year of teaching I experienced the following in my teaching assignment:

7. Frustration \_\_\_\_\_ SD D N A SA
8. Support from other teachers \_\_\_\_\_ SD D N A SA
9. Isolation \_\_\_\_\_ SD D N A SA
10. Satisfaction with my working conditions \_\_\_\_\_ SD D N A SA
11. Poor morale \_\_\_\_\_ SD D N A SA
12. Satisfaction with student progress \_\_\_\_\_ SD D N A SA
13. Administrative support \_\_\_\_\_ SD D N A SA
14. Discipline problems \_\_\_\_\_ SD D N A SA
15. Positive evaluations of my teaching \_\_\_\_\_ SD D N A SA
16. Parental support \_\_\_\_\_ SD D N A SA
17. Acceptance as a professional \_\_\_\_\_ SD D N A SA
18. Surprise at the amount of work teaching required \_\_\_\_\_ SD D N A SA
19. Shock at student behavior \_\_\_\_\_ SD D N A SA
20. A desire to return to my trade \_\_\_\_\_ SD D N A SA

## PART IV

**PART IV** offers you an opportunity to express your perceptions and/or feelings about your first year as a vocational technical teacher. The questions are open-ended by design so as to allow you the opportunity to be candid in your remarks. Use extra paper if necessary.

1. My most positive experience during my first year of teaching was:
2. My most negative experience during my first year of teaching was:
3. When I was in need of help I usually did the following:
4. The best way to support new vocational technical teachers is to:



APPENDIX C

INTRODUCTORY LETTER



UNIVERSITY OF MASSACHUSETTS  
AT AMHERST

Hills House  
Amherst, MA 01003  
(413) 545-2155

Division of Educational Policy,  
Research and Administration

August 15, 1989

The University of Massachusetts and the Massachusetts Department of Education are attempting to improve the professional life of new vocational technical teachers. In so doing we are conducting a state-wide survey of teachers like yourself to elicit your perceptions of the needs of new vocational teachers. You have been selected from among your colleagues to assist us with a structured survey and we are asking if you will kindly take a few minutes to complete the attached questionnaire.

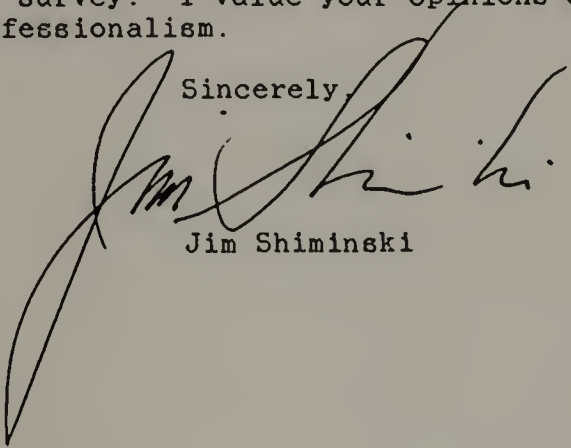
The purpose of this study is to determine your perception of the need for support services experienced during your first year of teaching. Your answers, along with those of other teachers, will be used to recommend improvement in the teacher development process in Massachusetts. Your responses will be used in such a way that the information you provide the study will not be attributed to you as an individual.

A stamped, return addressed envelope is enclosed for you to return your completed questionnaire. It should be returned no later than September 8, 1989 in order for the study to remain on its time schedule. In case you misplace the envelope the completed questionnaire should be returned to:

Mr. Jim Shiminski  
c/o EPRA Graduate Program Director  
Rm. 260 Hills House South  
University of Massachusetts  
Amherst, MA 01002

I want to thank you for taking the time from your busy schedule to participate in this survey. I value your opinions and perceptions and especially your professionalism.

Sincerely,

  
Jim Shiminski

JS/jh

Enclosures



APPENDIX D

FOLLOW-UP LETTER



UNIVERSITY OF MASSACHUSETTS  
AT AMHERST

School of Education  
Educational Policy, Research  
& Administration

Hills South  
Amherst, MA 01003  
(413) 545-2155

September 13, 1989

This is a follow-up of my letter to you in August soliciting your help in a research project designed to improve the professional life of new vocational technical teachers.

I am enclosing a fresh questionnaire, a stamped return addressed envelope and would greatly appreciate if you would take a few minutes to complete it.

I value your professional perceptions and believe they are very important to the study.

If you have already completed the first questionnaire and mailed it back please disregard this request and thank you very much.

Sincerely,



Jim Shiminski

JS/jh

Enclosures

The University of Massachusetts is an  
Affirmative Action/Equal Opportunity Institution

## APPENDIX E

### RESPONSE CODES FOR OPEN-ENDED QUESTIONS

1. My most positive experience during my first year of teaching was:
  1. Student
  2. Professional
  3. Administrative
  4. Operational
2. My most negative experience during my first year of teaching was:
  1. Student
  2. Professional
  3. Administrative
  4. Operational
3. When I was in need of help I usually did the following:
  1. Other teachers
  2. Administrators
  3. Supervisor/Coordinator
  4. Professions
  5. Material resources/Tool kit
  6. Montor
  7. Other
4. The best way to support new vocational technical teachers is to:
  1. Other teachers/Support group
  2. Administrators
  3. Professions
  4. Material resources/Tool kit
  5. Mentors
  6. Orientation/Induction program
  7. Other

## APPENDIX F

### INTERVIEW INTRODUCTION

The University of Massachusetts and the Massachusetts Department of Education, Division of occupational Education are attempting to improve the professional life of new vocational technical teachers like yourself. In so doing we are conducting state-wide interviews with selected teachers, and I want to thank you for agreeing to participate in the study.

The purpose of the study is to determine the impact of support services on new vocational technical teachers throughout Massachusetts. The intent of this interview is to give you the opportunity to talk about your experiences during your first year as a teacher. I am especially interested in your perceptions of the needs you experienced and the support you received. I can assure you that your comments will be extremely valuable to the study and subsequent recommendations. I can further assure you that the information you provide the study will appear in an anonymous format in the final report. With your permission I plan to record this interview on audio tape.

APPENDIX G

SAMPLE INTERVIEW GUIDE

Interviewee NUMBER 4

Date 10 / 19 / 89

I. Tell me how you feel about your school?

1. general quality
2. Students
3. Administrative support
4. Professional staff

Super 3, 4

Average 1, 2

Inadequate \_\_\_\_\_

QUOTE

II. How does your school support new teachers?

1. Operational programs
2. Administrative
3. Peer/Other teachers
4. Assigned mentors

Super 2 3

Average \_\_\_\_\_

Inadequate 1, 4

III. What kind of experiences during your first year of teaching made you feel good about being a teacher?

1. Student QUOTE
2. Professional
3. Administrative
4. Operational
5. Other

Good

Bad

✓ ✓

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

IV. What kind of experiences during your first year of teaching made you feel bad about being a teacher?

V. When you felt you needed help what did you do or where did you go.

1. Other teachers
2. Department head/Coord.
3. Administrator
4. Professions
5. Material resources
6. Other QUOTE

Never

Once

Often

\_\_\_\_\_ ✓

✓ ✓ \_\_\_\_\_

✓ \_\_\_\_\_

✓ \_\_\_\_\_

✓ \_\_\_\_\_

VI. If you were asked about the best way to support/help new teachers what would you suggest?

1. Other teachers
2. Administrators
3. Professions
4. Material resources/Tool Kit
5. Mentors
6. Orientation/Induction program
7. Other QUOTES

✓

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

✓

\_\_\_\_\_

Notes: SEE AUDIO RECORDING FOR QUOTES



## APPENDIX H

### SAMPLE RESPONSES TO OPEN-ENDED QUESTIONS

Question 1: My most positive experience during my first year of teaching was:

"Feeling like I made a difference in a program that was in a virtual mess when I arrived."

"After months of hearing my students moan and complain about the amount of work I assigned them, they finally began to feel good about the fact they were learning a lot and took pride in what they knew. They began to challenge the other tenth grade shop to a "school match wits" type of game to show off what they had learned."

"The positive way students accepted me and my trade experience."

"Turning 90% of the students who did not care around 180 degrees."

"Helping students learn and see it happen."

"Having a student ask why he was never shown a method before or taken step by step on a machine."

"Overcoming outright hostility and rejection by students. Before the year was out I had many students excited about what they were doing."

"Getting some productive activity from students that other teachers could not reach."

"Enthusiasm of students for material content."

"Motivating students to complete work assignments."

"Students eagerness to learn."

"A satisfactory evaluation from my director, and completion of the first year."

"Gaining the respect of my students."

"Ten week evaluation from my director."

"The way the students took to my way of teaching."

"When I felt I could excite my students."

"To be able to work with students and introduce a new facet of my trade and watch them complete a rather extensive and difficult project."

"The support and reinforcement of students and parents in a very difficult situation."

"Acceptance by most students - their eagerness to learn - support by fellow teachers."

"The new curriculum I developed."

"Support from the trade."

"The kids! I really enjoy the interaction with my students and teaching in general."

"Working with competency based curriculum made the transition from industry to teaching a pleasure."

"The students morale was low and I wanted to prove to them that they were better than what they thought. So we did one of the most difficult jobs in our trade. The results were so good that the students were taking samples of the job home with them."

"Helping the minority that wanted to learn."

"Having a student from Thailand who could not speak English at all become the #1 student in the drafting shop. His rate of progress was amazing."

"The school was excellent, friendly and supportive."

"Learning that I had the ability to teach."

"The challenge of doing things on my own."

"Placing severely handicapped student on a Co-op job."

"The support I received from my fellow instructors. Seeing the students progress and mature in their trade."

"Teaching students, learning from students, and growing as a teacher."

"The response of students to good teaching."

"The rapport that I eventually reached with my students. I really felt that I established an excellent

teacher/student relationship in dealing with their studies and personal life."

"Watching my students graduate."

"Support from other teachers."

"Being able to share my knowledge with the youngsters who wanted to learn."

"Helping students that have the desire to learn the trade and watching their growth in skills and confidence in themselves."

"The way the students took on a new way of behavior. Myself and my partner turned the shop around 100%. It was a nice feeling to see students be productive."

"The appreciation of the teaching profession."

"A letter from one of my student's mother thanking me for helping her son."

"Having one of my senior students receive a gold medal for the written part of the VICA competition, and having her say it was because of what I taught her in related theory."

"The attitude changes of three of my students towards learning and towards their trade."

"Interacting with the students."

"Meeting and being helped by another older instructor in my department."

"Knowing that I have helped students become better people. Showing them that I care."

"Turning a poor program around."

"The encouragement of fellow teachers: if it wasn't for them I would have gone back to my trade."

"The support I received from the administrators at my school. They patiently answered every question or problem that I had and did so by making me feel that my position was of the utmost importance. Professionalism all the way."



"My students did very well in their end-of-year tests. They met the goals I set for them."

"Watching the light bulbs go on in the student's eyes. That is to say, when an awareness of the subject matter was evident. Having student win in VICA competition. Fun! I realized in one month on the job how much fun teen-agers could be, it certainly makes the job easier."

"Teacher training courses."

"Being able to relate to the students and establish a friendly rapport with them. At first I was shocked at some of their behavior and I worked at trying to mold their affective domain towards one of acceptability."

"Being able to help someone; it is a great feeling to be able to transfer my knowledge to someone else and to feel that what I transfer will affect them throughout their life."

Question 2: My most negative experience during my first year of teaching was:

"Having difficulty working with a teacher who had different teaching methods and a different personality make-up than me."

"Working for an administration which has been remarkedly tolerant of teachers who are inept and/or abusive toward students."

"Learning about a student's homelife and having to fail him."

"No curriculum given to me."

"Not getting administrative support with discipline and seeing the drinking problem that my senior group had."

"The less than desirable physical working conditions of the shop area."

"Not being able to reach students that needed vocational training."

"Lack of support from administration, guidance and other teachers."



"Overwhelming amount of work to prepare classes."

"Lack of teaching equipment."

"Administration."

"No orientation for school or specialty area."

"Being fired."

"Bad attitude of veteran teachers around me."

"No help from administration."

"I had difficulty in handling students in class."

"How little some students cared."

"Trying to get people to work together (other teachers and departments.)"

"The degradation, isolation, and continual harassment and discrimination directed towards myself and my students by a couple of fellow teachers (union officers) and an administrator."

"The complete lack of any pre-teaching counseling to prepare me for discipline problems."

"The school superintendent and school committee."

"There was no department curriculum in place or any sort of plan whatsoever as to what was to be taught to the students in my program. There was a blatant lack of supervision of my department."

"To have worked hard for 3 years and have to deal with job uncertainty every May, June, July and August is unfair."

"Dealing with student egos."

"Having to constantly deal with severe discipline problems such as students bringing guns, knives, etc. to school and receiving little or no support from the administration."

"Another teacher's disagreement with something I tried in class."

"Not enough time."

"The other teachers' attitudes. Most of them were

negative against administration. The teachers lounge can be a scary place."

"Lack of discipline and organization in the school system."

"Losing a student because of dropping out of school."

"Students using me. Playing pranks and generally treating me like they treat all teachers. I found this to be humiliating."

"I realized that teachers are not as dedicated to the teaching field (less commitment). The lack of discipline in the classroom; morals and standards have declined. Lack of support from administration and other teaching faculty."

"Did not have any."

"Dealing with a department chairman who was not a teacher. His interests were with his home business which took maximum priority over his teaching duties. Teachers, especially department chairmen, ought not to have outside income interests."

"The lack of cooperation from lead teacher. It was as if he hoped I fail to make him look good."

"Administrative behavior towards vocational training is very poor (from a comprehensive H.S.)."

"Having too many students in a poorly equipped and ill conceived facility."

"The students 'I don't give a damn attitude'."

"My isolation and distance from the teachers in my department. They gave me little guidance or supervision. They were never there after hours. They had particular routines and I was desperate to come up with work for my students. My extra time spent at the school and my desire to develop a curriculum served to further alienate them from me."

"The death of one of my students during the summer."

"The morale at my school. Highly negative and anti-administration in flavor."

"Lack of knowledge to deal with discipline problems."

"Old equipment!!!! This budget crunch will just about do us in."

"No preparation or inservice for first year teachers."

"My first two weeks of teaching. Getting use to all the rules and regulations in public education and the discipline problems with students."

"Lack of curriculum, lesson plans, and materials."

"Having a fellow teacher in another trade talking behind my back about his doubts about the new teacher, without ever getting to know anything about me or observe my classes."

"The discipline problems. No Respect!"

"Poor morale of some of the teachers."

"Lack of help in the shop. We are running a 2 man shop and I spend 3 periods a day along while my partner is in related class."

"Frustration in my mission.!"

"No support or direction from administration or shop management."

"Having difficulty working with a teacher who had different teaching methods and a different personality make-up than me. He was not willing to work as a team to make the program effective."

"The inability of my students to put aside their prejudices towards one another."

"That the school's main objective is money and make the school look good to visitors. Not Education!"

"Getting use to the language used by students, their low academic levels, and the stress of attempting to make students realize the importance of education."

"Lack of supervision from administration. Poor scheduling situation."

"Being given a set of keys and being told - "Go Ahead"."



"Finishing up a public project which was inherited from the previous instructor. The amount of pressure made me reconsider the teaching profession."

"No being respected as an adult."

"My first parent meeting where a parent took the school to task."

"Was being left by myself from the start."

"Having trouble in arranging lessons."

"Dealing with my department head, a person who does not care about students."

"Not keeping my cool with the kids. Not being able to fully develop a professional, yet down to earth gut feeling relationship with my students."

"Confusion and disorganization of school environment. Everyone assumes you know how to teach instead of only what you teach."

"Not getting any information from the guidance office or sped teachers on students."

"The seniors never accepted me; they thought I fired the previous teacher. They couldn't accept my young age or my sex (female), they tried everything to make me quit."

"Lack of support and hostility of other teachers."

"Working with a fellow teacher who was using up sick days before retirement."

"Too many teachers start out with goals higher than those of the students."

"Realizing that my duties as a teacher were different from my trade responsibilities, and having to adjust."

"Coping with student behavioral problems in the shop and classroom. I found student attitudes dismayingly negative! Poor academic achievement, lack of study habits, terrible relationships between teachers and students and between students and their peers, lack of self discipline and ethical behavior and negative perceptions of self and school."



"The amount of time spent to prepare for classroom or shop, and the conflict of the amount of time the school system allows an instructor for prep time."

Question 3: When I was in need of help I usually did the following:

"Talked to my senior teacher."

"Other shop teachers."

"That depends on what type of help is needed at a given time. If it was something I could research I did so by either going to my peers or using my tool kit. Most often I turned to some person I felt I could trust. I also asked questions in the courses I was taking for certification."

"Work out the problem myself."

"Went to another teacher in my shop that had been teaching since the school opened."

"Went to my fellow shop teachers. As a theory/related teacher I was working with two shop teachers. These two were invaluable as a support system. I remember running to them daily with questions and more questions. I was forever looking for their critique of my teaching style, manner, subject matter, etc. I still haven't stopped thanking them."

"Discuss it with the headmaster or assistance principal."

"Consulted with other teachers. I got a lot of help and encouragement from experienced senior teaches and from other teachers in my department."

"Peer involvement."

"Consulted with my department head, a very helpful and caring man."

"I see my department head."

"I would stop and try it again."

"Asked the lead teacher for opinions related to problems."

"Spoke to teacher training instructors."

"Figured it out myself."

"Spoke to the vocational chairman or his assistant. They are helpful and can always be relied on."

"Tried to isolate the problem to minimize class disruption. Called my department head, assistant director, or guidance department."

"Cried a lot: talked to support personnel in the school."

"Worked with the administration."

"I would ask for help or advice from my partner, who is the department head with 16 years of teaching experience. His support and confidence in me made my first year worthwhile."

"Ask mentor or headmaster."

"Spoke to a personal friend with 4 years experience in special needs."

"Got support from teachers I respected."

"Asked a support teacher."

"Sought out a few teachers with experience who seemed to be happy with their job and who also seemed to be able to keep their kids busy and maintain discipline. One teacher gave me great inspiration to carry out some of his ideas."

"Called industry or researched on my own."

"I went to a teacher outside my shop with experience. He was not my assigned mentor. My assigned mentor was of no help."

"I sure as hell couldn't go to my department chairman; he was never around! Some competent, experienced teachers sought me out, established a positive relationship with me, and as a result I could and did call upon them frequently."

"Sought help from fellow teachers or teacher training instructors."

"Took extra time after school."

"I went to a teacher at my school who became my mentor by default, as I had no one to seek direction from. It is

dedicated and ultra-professional teachers such as this who hold voc-ed together. Without a teacher like this I would not have stayed in voc-ed."

"Punted."

"I usually solved most problems on my own but I also made sure the administration was aware of the problem."

"Took a step back and examined the situation from a different point of view."

"I had a mentor provided for me who was very supportive and helpful."

"Ask questions or study."

"Did research work on my own to solve the problem."

"Sought advice from the assistant director for many of my day-to-day problems. The New Instructor's tool Kit."

Question 4. The best way to support new vocational teachers is to:

"Have follow-up meetings to discuss problems new teachers may be having and potential solutions to these problems."

"An orientation and mentor program. Provide the new teacher with an orientation package. (Procedural information, guidelines, regulations, etc.) The orientation should not be a "one shot" deal offered by the administration."

"Constantly keep them informed of what's going on around them and how to handle it."

"Experienced teachers and management should come to the new teacher often. Visits should take place after school is out because the school day is too busy."

"Orientation and lots of visits to the shop by the administration (as long as such visits are cooperative and constructive)."

"Provide practical workshops that discuss common problems."

"Provide more detail orientation."

"Consult fellow teachers at same school!"



"Offer a support person."

"Buy them modern equipment."

"Give them positive feedback as required. Be constructively supportive (per one minute manager)."

"Make them feel welcomed and accepted so they will feel they can get help and advice when they need it."

"Provide support groups. Monitor a teacher's situation within their particular school and help them access support to solve problems."

"An information packet explaining the basic rights of teachers in their dealings with students, peers, and administration."

"Each individual school system should conduct an orientation workshop merely to explain the rules and regulations, discipline, student record charts, etc."

"Get the public and industry to support vocational education."

"Clearly identify department heads and specific area heads, and assign a sponsor or mentor to each new teacher."

"Have an experienced teacher available to help on a day by day basis."

"More help from administration and better pay."

"Give them practical support mentally and at a grass roots level. Possibly a hotline or counselor as a part of a resource center that could suggest ideas or direct new teachers where to turn for help. I like the idea of a support group."

"Spend time with them. Watch them teach, give suggestions, have them watch someone else teach. Give them a lot of support. Keep them away from negative teachers and administrators if possible."

"Offer programs to show how teaching should be done properly."

"Give them pertinent teacher training courses."



"Constantly ask new teachers how they are doing. Problems should be worked out immediately."

"Offer a friendly hello."

"Group meetings with peers. Periodic meetings with administration. Department of Education should offer a course."

"Make sure they are aware there is help available at all times if they run into problems."

"Rotate department chairs."

"We don't need help from outside the school, we need it from within."

"Provide a mentor that is willing and able to work with the new teacher on a daily basis."

"Teacher approval courses need to be updated. They should focus on current classroom problems."

"Lay it on the line. You either like children or get the hell out."

"Provide a booklet of 100 common difficult teaching situations with possible ways of handling them."

"Develop a mentor or buddy system."

"Require that new teachers have taken all certification courses before teaching."

"Provide a substitute teacher so I could observe my department head teach a lesson and he can also observe me."

"An in-school program for new teachers."

"Have the parents meet with the teacher and have an understanding of goals and expectations."

"Team teaching."

"Provide them with a 'new teacher workshop' in preparation for the initial year of teaching. Secondly a good support system to insure a feeling of security."

"Set up a program at each school where they are taken on a tour of the facility and are educated on the various forms and/or paperwork they would use. Introduce them around - make them feel comfortable with their new surroundings. Assign a person to help for the first year."

"Orientation and handbook."

"Ease them into the saddle."

"Practical sessions not classes of educational psychology."

"Send them to the survival workshop - provide a buddy for orientation."

"Praise and constructive criticism."

"Orient them to the school world. Schools do not work the same way the "real world" does."

"Provide timely inservice workshops on classroom management techniques after teachers begin teaching."

"The New Teacher Tool Kit was a great idea. Perhaps a follow-up a couple of weeks after school begins to iron out any problems would be helpful."

"Have more teacher workshops."

"Allow them the opportunity to talk with experienced people that they trust in. Continue to use the tool kit. Give them more time to study the tool kit. Perhaps by letting them have the tool kit to look over before the actual workshop takes place."

"Workshops with other new shop teachers from other vocational schools. Very Important."

"Talk to new teachers and get them into conversations that will allow them to feel that he/she is part of the system."

## APPENDIX I

### QUOTATIONS FROM THE STRUCTURED INTERVIEWS

Question 1. Tell me how feel about your school?

"This is a school in transition: I think we need more teacher training! More basic skills for the shop teacher and more shop experiences for the academic teacher."

"Truthfully I don't know a whole lot about my school. Actually the only thing I know about the school is from lunchroom."

"Our school is under excellent direction right now. I think it was perfect coming in last year because the Assistant Director and I were both new and we were comfortable with each other and it was a terrific experience for me."

"The teachers care even though I'm not sure they get the full backing of the Administration."

Question 2. How does your school support new teachers?

"You are thrown into the water and if you can swim you will eventually become a good teacher. Things like teaching a new teacher how to get along are just not there. If you have a new teacher in a shop with good students, a good curriculum and a good teacher who is willing to act as a mentor then that teacher will get a lot of extra help, but that is the rare exception."

"I had no orientation what so ever."

"Orientation workshop last year, early supervision, they were very helpful up-front. I was evaluated during the first 2 weeks and my supervisor made some critical observations. It was fantastic because if he hadn't done it I wouldn't have made some important changes."

"I was hired late last year so I have no idea how they deal with new teachers. Last year there were only 2 new teachers and they said here are the kids."

"My school has no formal program."



"When I started at my school I was told that there was an orientation program, but I never saw or experienced it."

Question 3. What kind of experiences during your first year of teaching made you feel good about being a teacher?

"The big fear in my mind when I started teaching was am I going to like these teenagers? After the second day on the job I decided that I like these kids."

"I love the students, it was worth it."

"When I finally established rapport with the students. They chewed me up and spit me out the first 2 terms, but when they finally stopped testing me and started letting me teach it was a highlight."

"The smile on the student's faces! When I first started I was devastated, I didn't know if I would make it, then when I saw the kids come up to me at the end of the semester and say "Oh you made a difference and I'm coming back next semester"."

Question 4. What kind of experiences during your first year of teaching made you feel bad about being a teacher?

"I came into teaching in mid-year and it was horrible! I had a terrible time, I had it very rough. There was no curriculum, I didn't understand the discipline system, I didn't know which keys opened which doors and everything in the shop was locked. If someone had taken 10 minutes to get me started I would have been a lot better off. I was left alone for 7 periods a day and I got mauled."

"I didn't have very much direction. I basically went on a day to day basis. I would say to myself "What do I have to teach today." I felt like a failure in that respect. It was hard, it was awful, but I like teaching."

"When I had no control in the classroom and no discipline, I would go home destroyed but fortunately my wife is a teacher and she was my mentor."

"My co-worker is stagnant."

"The students are rough! They don't mind swearing or knocking you over."



Question 5. When you felt you needed help what did you do or where did you go?

"I went to another teacher."

"My biggest help was the Curriculum Resource Center it was a great thing for me."

"I tried to go to veteran teachers but none of them were very helpful."

"I used the Curriculum Resource Center every month that was one of the few things I got out of the Teacher Training Courses; we took a field trip to the center."

"When I first came to teaching it was a big change and I needed somebody, a mentor so to speak, and I latched on to an experienced teacher. It's been good and he's reinforced me a lot."

"I get support from the Assistant Principal."

Question 6. If you were asked about the best way to support/help new teachers what would you suggest?

"New teachers need a lot of handholding. They shouldn't be left alone in the shop."

"For the new teacher I think it's overwhelming to try and teach a full schedule in a fully enrolled program."

"I think it would be nice if you could pair off a new teacher with an experienced teacher."

"Give them a realistic view of what the year is actually like. Not just a look at a curriculum because it doesn't show the amount of work that goes into preparing a class."

"A support teacher."

"I think that the support group workshops last year worked out excellent because you have a lot of teachers coming in together and talking with people who are in the same situation as yourself. It makes you much more comfortable."

"I think a forum for new teachers might help. A situation where new teachers could meet with veteran teachers in sort of a mentor relationship."

"The administration should follow up on new teachers to see how they are getting along."

"I think I would like to see more teachers getting together in a positive way rather than a negative way."

"I would like to see a mentor program. Someone who can hold you hand when the going gets rough; when you don't have that quick answer to a question."

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